

**STUDENTS' CONCERNS, THEIR CAUSES,
AND SCHOOL GUIDANCE:
STUDENTS' AND TEACHERS' PERCEPTIONS**

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ABSTRACT

This research investigated the perceptions which Hong Kong Chinese teachers and students have of students' concerns and adjustment, causes of their difficulties, and consequent views on school guidance. A two phase study was conducted. In Phase One, Preliminary Study One identified schools according to their guidance focus, thus determining the school sample for the Main Study. Preliminary Study Two, consisted of in-depth interviews with teachers and students on the research areas: students' concerns and difficulties and their causes, and consequent views on the whole area of guidance. The data obtained formed the basis for constructing the survey questionnaires. Phase Two, the Main Study, consisted of a survey followed by interviews with teachers and students on student adjustment and maladjustment. 2103 secondary students in Years 1 to 3, and 267 teachers, from ten secondary schools, took part in the survey. Seventeen focused group interviews with students and individual interviews with 24 teachers were conducted in another two schools. Findings revealed that both students and teachers had similar systems of belief about students' concerns and adjustment, causes of difficulties, and school guidance. The individual beliefs of students and teachers reflected the shared beliefs of the school and society to which they belonged. Mismatch between students' and teachers' perceptions was more of a divergence of views than a disparity, due in some measure to students' and teachers' different social identities and to their protection of group self-esteem. Furthermore, significant gender, age and school banding effects on students' perception were found, whereas teachers' perception was less influenced by their personal and school background. Moscovici's theory of *social representation* was employed as a framework in discussing the findings. Theoretical and practical implications of this research are discussed.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

1. INTRODUCTION

Adolescence has always been considered a critical phase in human development, and experiences undergone during this period often have important effects on later development into adulthood (Coleman, 1980). With the onset of puberty during the early period of adolescence, students of 12 to 14 years of age undergo physiological and psychological changes, which have a considerable effect on their physical appearance as well as on their self esteem. The transfer from primary school to secondary school adds further changes to students' learning environment and peer companionship. Research has provided evidence that transfer from primary to secondary school has negative effects on students' motivation and self esteem (Rogers, Galloway, Armstrong, Jackson, & Leo, 1994). Middle adolescence is another critical stage, when students engage in the search for identity and the struggle for independence (Erikson, 1968). It is during this period that adjustment problems reach their height. As education is concerned with the affective as well as the cognitive development of students, school plays a significant role in helping them to face their concerns and deal with their 'developmental tasks'. The primary goal of school guidance is to facilitate the personal, social and educational development of students, for a better adaptation to school and the educational process (Young, 1994). Along with parents, teachers are significant adults in the lives of students, helping them achieve a better adjustment. Teachers' understanding of the concerns faced by students is crucial in enabling schools to meet students' needs. In accordance with this rationale, the present research was undertaken to investigate the perception which both students and teachers have of the concerns and difficulties experienced by Hong Kong students, their attribution of causes for these concerns, and their views on guidance

in helping students deal with their concerns.

2. BACKGROUND TO THE PRESENT STUDY

2.1. Research on Students' Problems and Worries

A review of research conducted in different parts of the world, (England, Ireland, Australia, US, Singapore and China) indicates that study-related concerns, examinations, employment, interpersonal relationships, family and peer relationships are types of concern experienced by adolescents (Cherry & Gear, 1987; Dodds & Lin, 1992; Friedman, 1991; Gallagher, Millar, Hargie & Ellis, 1992; Gillies, 1989; Isralowitz & Ong, 1990; Poole & Evans, 1988; Porteous, 1979; Sobal, 1987; Stark, Spirito, Williams, & Guevremont, 1989). The focus of concerns varies in accordance with students' social identity as defined by their gender and age, the social class to which they belong, and their cultural and political environment. It was of interest to find out if the types of concerns experienced by Hong Kong adolescents were similar.

In Hong Kong, only a small number of research studies have investigated the perception which adolescents have of their concerns and problems. Studies conducted so far have mainly looked at adolescents' self esteem (Caritas, Chu, Ho & Yeung, 1992; Cheung & Lau, 1985; Cheung & Tam, 1984); their mental health (Shek, 1988); their perception of stressful life events (Committee on Concerns for Educational Policy, 1993; Hong Kong Federation of Youth Groups, 1989; Li & Ng, 1992); and their psychological well-being (Mok, Chong, Yip, Yan, Ngai, Mak, Hung and Li, 1990). A decade ago, a non-governmental Committee for Learning and Teaching (Hok Kaau Tuan, 1985) investigated the perception which junior secondary students had of their adjustment difficulties. The findings revealed that adolescent students reported having more problems in the areas of psychological wellbeing and learning, and concluded that these areas of difficulties were interrelated.

According to ecological theory, students' problems or emotional

disturbances are due to disturbance of the eco-systems and constitute a 'failure to match' in the interaction of students with the eco-systems around them (Apter, 1982). In causal explanation, attributions are made to the eco-systems within the ecological parameters, namely family, school, student, peer, community sub-systems. Previous research focussed mainly on students' causal explanation of academic success and failure (Al-Methen & Wilkinson, 1992; Forsyth, 1986; Rogers, 1991; Weiner, 1972). Studies on causal attribution have been mainly concerned with ability versus effort attribution for success and failure in achievement related situations (Bar-Tal, Goldberg, & Knaani, 1984; Hau & Salili, 1990, 1991; Weiner, 1979). In causal explanation, reference was made to students' innate ability (Burt, 1952), home background (Coleman, 1966; Jencks, Smith, Ackland, Bane, Cohen, Gintis, Heyns, & Nicholson, 1972; Plowden Committee, 1967), and school variables (Rutter, Maughan, Mortimore, & Ouston, 1979; Mortimore, Sammons, Stoll, Lewis & Ecob, 1988). Few studies have sought to identify students' perceptions of the causes of concerns and difficulties other than that of learning. The way in which students perceive the causes of their difficulties is crucial in providing salient information for schools in their bid to cater for students' needs. As Hamblin (1993) contends, counselling has to consider seriously the causes which students give for their success and failure. A similar seriousness has to be accorded students' perceptions of the causes of problems. Hence an urgent need for research.

Research into teachers' perception of students' concerns and causal explanation is so far rather limited. Studies which touch upon teachers' and students' perception often reveal a lack of agreement or non-correlation between them (Brown & Armstrong, 1982; Jackson, 1990; Sharp & Thompson, 1992). In Hong Kong, the study of Li & Ng (1992) indicated that teachers' perception of students' stress was significantly different from that of the students themselves. This study, however, was limited to students in a few schools in a single district of Hong Kong. Apart from this research, there have been no published reports or

studies thematically and directly comparing students' perception with that of teachers.

As teachers are in daily contact with their students, their awareness and understanding of students' problems will have important implications for the ways in which they relate with their students in school, their role in guiding students, and the type of curriculum and guidance programmes which the school provides. Hargreaves, Earl and Ryan (1996) have been critical of the lack of response of secondary schools to the needs of young adolescents, arguing that schooling is 'to help make education a continuous process, addressing the personal, social, physical and intellectual needs of young people at each particular stage in their development.' (p.5). If teachers are not aware of students' needs, or if they either overestimate or underestimate students' problems, this will have serious implications for school effectiveness.

Thus the match or mismatch of students' and teachers' perceptions will have important implications for the organization of guidance services, and their effectiveness in meeting students' needs. These background factors, and the consequent importance of investigating the match or mismatch of teachers' and students' perceptions, form the rationale of the present research.

2.2. The Hong Kong Educational System

Hong Kong, a British colony which will become a Special Administrative Region of the People's Republic of China in 1997, comprises the island of Hong Kong, the Kowloon peninsula and the New Territories. The population is about six million, of which the majority (98%) are Chinese, speaking Cantonese as their mother tongue.

The Hong Kong educational provision comprises kindergartens, primary schools, secondary schools, technical institutes, technical colleges and tertiary institutions. All children are required by law to receive formal schooling from the age of six. Preschool education is carried out in child care centres or kindergartens

for children as young as age two. Children are required to attend six years of primary education and three years of junior secondary education. Since 1978, compulsory free education has been provided for all children from the age of six to fifteen or completion of Secondary 3. After Secondary 3, most students continue for two years senior secondary education. At the end of Secondary 5, they can enter for the Hong Kong Certificate of Education Examination, in which a pass in five main subjects is a crucial qualification both for further studies and for employment. Qualified students can proceed to two years of sixth form education (Lower and Upper Sixth Forms, equivalent to 12th and 13th grades), which is a preparation for university entrance, or they can attend full time courses in technical colleges and institutes. Tertiary education has been undergoing expansion in recent years. In 1996, there are now eight publicly funded institutions providing both degree and non-degree courses.

2.3. Structure of Hong Kong Secondary Schools

2.3.1. School Types

According to the latest statistics provided by the Education Department, in Hong Kong in 1995 there were 477 secondary day schools, with a total enrollment of 459,845 students. 259,545 of these students were in junior secondary years (Secondary 1 to 3). Most secondary schools are in the public sector. A few of these public sector schools (37 schools) are 'Government schools' directly managed by the Hong Kong Government Education Department. The majority are 'Aided schools,' sponsored by voluntary agencies and receiving funding from the Government (336 schools). 104 are self-financed private schools (Education Department, 1996). There are about twenty four to thirty classes in a typical secondary school. In government and aided secondary schools, the ratio is 1.3 teachers per class of 40 students. Additional provision is available in the form of language teaching, remedial teaching, guidance and counselling, extra-curricular activities and library services. Teachers usually specialize in one or two subject areas. Each

class has a tutor who has a pastoral responsibility, and is taught by six or more subject teachers.

2.3.2. Curriculum and Medium of Instruction

Unlike the current English education system, where secondary schools are comprehensive schools, the majority of Hong Kong secondary schools are Grammar Schools, as in the English pre-comprehensive school system. A small number of schools are technical and pre-vocational schools, offering more technical subjects and devoted to vocational training.

Junior secondary grammar schools follow a common core curriculum comprising Chinese Language, English Language, Mathematics, Integrated Science, Social Science and practical subjects such as Home Economics, Design and Technology. Music, Arts, Physical Education are also included. Religious Studies and Ethics are offered in schools sponsored by religious bodies. In recent years, more schools have been offering studies in civic education and moral education.

While the medium of instruction in most primary schools is Chinese, in the majority of secondary schools it is English. These English medium secondary schools are known as 'Anglo-Chinese schools'. English is used as the language of the classroom and examinations, and textbooks are in English, apart from those dealing with Chinese Language and Chinese History. With the introduction of compulsory education, schools had to begin to cater for children across the whole ability range. Children with low ability have experienced considerable difficulties in coping with English medium instruction. The majority of schools still maintain English textbooks and English examinations, but the classroom language has changed to a 'mixed code', in which Cantonese (Spoken Chinese) with the insertion of English terms is used.

2.3.3. Banding: System of allocating students to secondary schools

The system of allocating students to secondary schools in Hong Kong is unique, as it combines both the attempt to respect competition and efficiency, and the principles of equal opportunity and individual choices (Cheng, 1991). Prior to transfer to secondary schools, the Secondary School Places Allocation System (SSPA) operated by the Hong Kong Education Department allocates primary students to a secondary school on a regional basis, according to their 'school catchment area.' There are nineteen catchment areas in the territory.

The starting point for this allocation exercise is the students' internal school achievement over the eighteen months prior to their graduation from primary school. Their performance is then scaled by a centrally administered Academic Aptitude Test, a scaling test which measures students' numerical and Chinese verbal skills, but not subject knowledge. Based on these two assessments, students are then streamed into five bands in order of merit. The bands are determined separately for each school catchment area, so that all five bands are represented within each catchment area. Students whose performance is in the top 20% of the catchment area belong to Band 1. The next 21% to 40% are classified as Band 2. Those who perform in the range of 41% to 60% belong to Band 3. Band 4 students are those who perform in the bottom 40% to 20%, and Band 5 students belong to the bottom 20%. Finally, with reference to their parents' choice, students are allocated to secondary schools by the Secondary School Places Allocation System (SSPA) (Education Department 1992b). Students who are rated Band 1 are given priority in allocation over students in Bands 2 and below. Students within the same band are not further differentiated. When schools of parents' first choice are filled, other school places are allocated randomly by computer. Further, SSPA also allows school principals to retain discretionary allocation of 10% to 15% of their intake, plus a certain quota for students from their feeder primary schools (Education Department 1992b, Lee & Cheung, 1992).

In the actual allocation, if the majority of parents of Band 1 students in a

school catchment area choose to have their children attend a particular secondary school in that area, then such a school is allocated mainly Band 1 students. The intake may vary each year, as it depends on whether the parents of students of that particular band choose that school. However, in the case of the established schools, the annual variation is slight. Schools may have a majority of students from Band 1, then a few from Band 2, or Band 3. Schools in the rural areas may have students from all five bands because of the limited number of schools available for allocation.

The system of assigning students into different bands for school allocation has been criticised as elitist in spirit. It is a form of streaming of students according to their ability. Top ability students (Band 1) have better opportunities of being allocated to better and prestigious schools, and less able students are more likely to be aggregated in a number of schools.

It is the students who are banded rather than the schools, but by a transference of designation secondary schools with an intake of high ability students (Top 20% according to SSPA) are considered as, and popularly called, 'Band 1 schools'. Similarly, schools which have an intake of low ability students (Band 5) are called 'Band 5 schools' by the community. Band 5 students have been perceived as 'academic low achievers' (ALA) at risk of academic failure and behavioural difficulties. The term ALA is officially used by the Education Department (Education Department, 1993b). It is now government policy that schools with a considerable proportion of Band 5 students be given extra funding and resources.

2.4. Guidance and Pastoral Care

Pastoral care, as a concept, is relatively unknown in Hong Kong. The terms 'guidance' and 'counselling' are rather used to refer to pastoral and guidance work in schools. The Chinese translation of the terms 'guidance' and 'counselling' are exactly the same and are often used interchangeably. In this study, the term

'guidance' is used to refer to all guidance, counselling and pastoral services in Hong Kong schools.

Identifying students' concerns, locating the causes of their difficulties and the provision of guidance services are interrelated. This is evidenced in the goals of guidance, which are to ameliorate students' personal-social concerns (Young, 1994), and to promote schooling which meets the needs of the students (NAPCE, 1986). Appraisal of students' concerns allows schools to have a better understanding of the actual circumstances of their students, and enables teachers to provide a service which meets students' needs (Miller, Fruehling & Lewis, 1978). How teachers and students perceive guidance as a means of helping students will have significant implications for the types of activities provided, their acceptance of guidance and their evaluation of the service provided. Hence, this is an important area of investigation.

A literature review indicates that the development of guidance progresses through a number of stages (Lang, 1995). On one hand, guidance is perceived as exclusively remedial and responsive, a means of supporting students with educational, personal and social problems (Young, 1994). It is similar to what Hamblin (1978) called 'emotional first-aid', with the function of patching up the wounded and returning them to the classroom as soon as possible. When the inadequacies of guidance as crisis handling are noted, a more proactive goal is stressed. Guidance is then seen as preventive, focussing on anticipating the needs of students and equipping them with coping skills (Best, 1995; Hamblin, 1978; Young, 1994). Moving to a further stage, guidance is considered as an integral part of education, a form of affective education which is concerned with students' feelings, emotional, personal and social development (Lang, 1995). The goal of guidance is perceived as developmental, helping students towards a whole-person development (Best & Lang, 1994; Miller et al., 1978; Young, 1994).

2.5. Development of Guidance Services in Hong Kong

Browsing through literature on the development of guidance services in Hong Kong, one gains the distinct impression that guidance has moved from a solely remedial focus to a more proactive and developmental one. When guidance was first developed in the 1950s, it focussed mainly on the provision of career guidance (Tam, 1989). In the late 1970s, facing the challenges of compulsory education, which called for schools to cater for students with diversified abilities and backgrounds, guidance services expanded to include the provision of educational and personal guidance, and aimed to help students who had problems in their development and in adjustment to school life. Guidance was understood as a means of combating anti-social and delinquent behaviour in adolescents. Thus, management of behaviour, early identification of problems and intervention, and crisis management, became the focus of the service delivery. In the 1980s, the Hong Kong Education Department, in a bid to strengthen guidance services, provided secondary schools with additional teachers for guidance, and issued guidelines on the organization of guidance services (Education Department, 1986). This document proposed a guidance system composed mainly of teachers and a school social worker. The guidance team was to be responsible for planning and monitoring guidance activities, and for providing individual guidance for students with problems. The document considered the ultimate goal of guidance as educational and developmental. However, it also reckoned that disruptive behaviour among students, lack of motivation for school work, and difficulties in adjustment presented a more immediate need for guidance work. Guidance teachers were expected to handle cases referred by other teachers, and so render intervention programmes to correct misbehaviour. Further, the role of tutors in identifying students in need of help, and in providing assistance was affirmed. As proposed in the document, guidance carried heavy overtones of a casework approach, governed by a remedial view of guidance (Hui, 1994).

In its fourth report on educational policy, the Hong Kong Education

Commission advocated the adoption of 'a Whole School Approach to Guidance', and affirmed guidance as the responsibility of all teachers (Education Commission, 1990; Education Department, 1993a). The emphasis had moved from the casework approach, dealing with misbehaviour, to the cultivation of a positive school environment through school-based programmes, as a means of facilitating students in their personal development, social adjustment, and adjustment in school. However, the emphasis was still on one aspect of guidance: fostering positive behaviour. A developmental view of guidance has only recently emerged, in the actual implementation of the whole school approach to guidance (Education Department, 1995).

2.6. Research on Students' and Teachers' Perception of Guidance

The initiative for the provision of school guidance services described above came mainly from outside of and above the schools themselves: the Hong Kong Government Education Department and the Education Commission. In this initiative, there seems to have been an assumption that guidance is good and desirable for students. However, little research has been conducted to investigate the views of teachers, their understanding of guidance, their acceptance of a guidance role, or their perception of the effectiveness of guidance services. This implicit assumption of the value and desirability of guidance is, to a certain extent, similar to what has in England been called, if somewhat vaguely, a 'conventional wisdom' of pastoral care: namely that pastoral care is concerned mainly with students' welfare, care and needs (Haigh, 1975; Marland, 1974). However, there has been proposed the possibility of an 'unofficial version of pastoral care', held by teachers and students, different from the 'conventional wisdom' held and esteemed by educationists and theorists, which assumes the value and desirability of pastoral care (Best, Jarvis & Ribbins, 1977). In a subsequent study of teachers' views of pastoral care, Best and his colleagues concluded that teachers seemed to perceive their pastoral roles more as a means of resolving teachers' problems in control and

administration than as a concern for students' welfare (Best, Ribbins, Jarvis with Oddy, 1983).

Research into students' views, whether in the areas of learning or guidance, has been limited (Ellenby, 1985; Lang, 1983), and relatively recent (Keys & Fernandes, 1992; Nieto, 1994; Rudduck, Chaplain & Wallace, 1996). Schools do not usually give much importance to the views of students, whether with reference to the curriculum which the school provides, or to the guidance services which they deliver. Such neglect of the students' point of view in educational planning and research has been seen to be related to the lower power and status of students (Calvert, 1975), and to the perception that teachers are more significant and thus more worth studying (Rogers, 1982). Further, researchers tend to have doubts about the validity and reliability of students' evaluation, and educators see students' viewpoints as threatening rather than confirming (Lang, 1983). In the field of pastoral care, this neglect, as Lang (1983) contended, was mainly due to the existence of a 'conventional wisdom' of pastoral care: teachers thought they knew and understood what students felt and thought. In their recent study, Rudduck, et al. (1996) pointed out that a lack of reference to students' views came from an outdated view of childhood, a failure to recognize the capacity of young persons to reflect issues of concern to them. They contended that there was a need to listen to and understand students' accounts, which are significant for school improvement.

There are problems, however, in the methodology of eliciting views from students, who may vary their answers according to the person who asks the questions and the context in which the questions are asked (Lang, 1983). This, of course, applies not only to students, nor does it necessarily mean that students are offering a distorted view. As Lang (1983) pointed out, students, like other social beings, may not always be consistent in the meaning they attach to their reality. Furthermore, in matters such as students' meaning and understanding, there is no absolute reality. Though there may be differences in what students report, their views and feelings about aspects of school are important contributions to helping

both teachers and researchers towards a better understanding of the kind of educational and pastoral experiences provided for the students. Lang affirmed the need to investigate students' perceptions of their own needs as well as their evaluation of pastoral systems and programmes.

Further, guidance has been regarded as a cooperative enterprise (Miller et al., 1978). Student involvement and participation in the process is, therefore, both important and significant. Their views on guidance and its effectiveness can definitely inform the schools about ways and approaches in which guidance services may be delivered.

Recent research has shown the value of student involvement in reviewing teaching and learning in school (Soo Hoo, 1993). Young students can offer perceptive, analytic and constructive comments on school improvement (Rudduck et al., 1996). However, despite the support for more research into students' perspectives, there is little evidence that more attention has been given to their viewpoints (Lang, 1993).

Against this background, the present research considered it important to investigate the views of both students and teachers in their understanding of guidance, their perceptions of the role and function of teachers in guidance, and their evaluation of guidance services. Any discrepancy in terms of perception will have important implications for the school in terms of the organization of guidance services.

3. CONCLUSION

This chapter has presented the background to the research, the need for research on students' and teachers' perceptions of students' needs and concerns, their attribution of causes of students' difficulties, and their views on guidance. Chapter Two will review the literature on adolescents' concerns and worries and on teachers' and students' perceptions of needs and concerns and of guidance. The Chapter will then present the theoretical framework adopted in this research.

Chapter Three will present the research design. Chapters Four and Five will be devoted to the methodology and findings of the two preliminary studies, while Chapter Six will present the research methodology for the main study. Chapters Seven, Eight, Nine and Ten will present the results of this main study. Chapter Eleven will discuss the results, and Chapter Twelve, the concluding chapter, will present a summary of the findings and the conclusions of this research.

CHAPTER TWO

LITERATURE REVIEW

1. INTRODUCTION

Adolescents' perception of their concerns, worries and stress has been investigated by researchers throughout the world. In this Chapter, previous studies on adolescents' concerns and worries will be reviewed. The Chapter will also present the literature on the concepts of guidance, counselling and pastoral care, and on approaches to guidance, research which explores the views of students and teachers on guidance, and their assessment of guidance services. On the assumption that the ways in which students and teachers perceive students' concerns and causes of problems, and their views of guidance, reflect the beliefs they hold, Moscovici's theory of social representation is employed as a theoretical framework for the present study. Hence, the theory of social representation and relevant studies will also be presented. This review forms the background to the aims of this research and the research questions it attempts to answer.

2. NEEDS AND CONCERNS OF ADOLESCENTS

2.1. Types of Concerns Experienced by Adolescents

Research studies on adolescents' views of their concerns began as early as the 1930s, with Symonds' study (1936) investigating American high school students' perceived concerns. The findings concluded that money, personal attractiveness, health and study habits were the main concerns perceived. Subsequent replication of Symonds' study confirmed that, while these problems remained high in ranking, love and marriage increased markedly as concerns, reflecting changing social attitudes (Chabassol & Thomas, 1969; Harris, 1959; Kaczkowski, 1962; Kalberer, 1975). The ten most frequent problems perceived by American adolescents, as revealed in Clement and Oelke's study (1967), were related to money, popularity and a more pleasant personality, their studies,

examinations and future. More recent studies found that the main concerns of American youth were in areas related to school, friends, the opposite sex, family, money and the future (Smith, 1980; Sobal, 1987; Stark et al., 1989). Alcohol and drug use and a lack of interest in education have also been reported as main concerns of American adolescents (Isralowitz & Singer, 1982).

Research undertaken in England and Ireland into the perceived concerns of adolescents found that employment, self confidence and adequacy, and academic aspects of school were major worries, while problems relating to material deprivation, physical inadequacy and home were least mentioned (Porteous, 1979). Employment as a major concern was found in other studies (Cherry & Gear, 1987, Gillies, 1989). Worries such as examination failure, childbirth and unhappy marriage were also expressed. Gallagher et al. (1992) initiated a study to ascertain the self perceived social and personal concerns of adolescents in schools in Northern Ireland. Their findings revealed that employment, followed by studies, appearance, decision making, future and the death of others were the most frequent worries reported. Informal interactions with others at home, in school and with the opposite sex caused least worries.

A somewhat different perception was noted in adolescents in Australia, who were more concerned about educational adjustment, reflecting the pressure to achieve in school (Collins & Harper, 1974; Harper & Collins, 1975). However, in Poole and Evans' study (1988), Australian adolescents considered skills which helped them to prepare for their vocational future as very important, reflecting the concern of these young people about employment. In a more recent study, Harper and Marshall (1991) found that neither boys nor girls in Sydney metropolitan secondary schools were particularly concerned about their vocational and educational future, while adjustment to school work was identified as a concern.

Adolescents in Israel cited problems relating to school achievement and career as their major concerns. These were followed by problems about interpersonal relationships and social self image (Friedman, 1991). Sahin and

Sahin's study (1995) indicated that grades, future education, relations with family and friends, and career decisions were among the ten concerns to which Turkish adolescents gave the highest ratings. Among Asian countries, the top three problems cited by Singaporean youth were related to school adjustment and their future: being pressured to keep up with school work, worrying about the future, and needing help with school work. Such concerns were felt by youth regardless of their social class status (Isralowitz & Ong, 1990). Alcohol and drug use, however, was not a problem for Singaporean or Turkish youth (Isralowitz & Ong, 1988; Sahin & Sahin, 1995).

A similar perception was shared by adolescents in Beijing, China, who ranked poor school grades and failure to find a satisfying job as the third and fourth top areas of concern (Dodds & Lin, 1992). They, however, ranked overpopulation and environmental pollution as their top two areas of concern, reflecting their country's major concern about population and their city's environmental problems.

In Hong Kong, Leung, Salili and Baber's study (1986) revealed that school performance and proper conduct were prominent problems perceived by Hong Kong Chinese adolescents (aged 15). Less emphasis, however, was given to problems like the pursuit of self identity, independence, and heterosexual relationships. Another survey investigated how adolescent students perceived adjustment problems (Hok Kaau Tuan, 1985). Overall, more adolescents reported concerns in the areas of learning and of psychological wellbeing than in their relationships with parents and peers. Difficulties in coping with an English medium curriculum, stress and anxiety in preparing for examinations, dissatisfaction over teachers' teaching methods were concerns reported. Concerns such as feeling irritable, indecisive, dissatisfied with themselves, feelings of guilt when doing things wrong, and worries about the future were indicated. More recent studies indicated that school demands, such as examinations, promotion to a new class, tests, and school performance, were among the top ten life stressors perceived by Hong Kong students (Li & Ng, 1992). Family stressors, however, were under-

represented in the top ten stressors. Similarly, the Committee on Concerns for Educational Policy (1993), in a study of the stress experienced by Hong Kong students aged 15 to 19, found that public examinations and worries about their future were the greatest source of stress.

2.2. Variables Exerting Influence on Students' Perception

A review of the literature suggests that gender, age, culture, and school types are variables which predicate differences in students' perception of concerns. Previous studies revealed that girls tended to have a lower self esteem than boys, more worries in areas related to interpersonal relationships, personal adjustment, health, examinations, childbirth, unhappy marriage, family and social issues (Harper & Collins, 1975; Harper & Marshall, 1991; Gillies, 1989; Simon & Ward, 1982). Girls expressed more frequent worry about school-work or examinations, interviews for jobs, and social interaction in work situations (Gallagher et al., 1992), had more interpersonal problems (Stark et al., 1989), and were more concerned about personal issues (Friedman, 1991). Boys, on the other hand, were more troubled by finance, education and career matters (Clement & Oelke, 1967, Harper & Collins, 1975, Harper & Marshall, 1991), reported more school problems (Stark et al., 1989), and were more concerned about existential issues, army and national service (Friedman, 1991). In Porteous' study (1985a), girls and boys were found to have a similar number of problems but differences were noted in the types of worries expressed. Boys were concerned with authority, self image, restrictions and rules, and behavioural problems; girls indicated more concerns in personal and emotional areas.

Findings from various studies revealed a trend that the number of concerns expressed by adolescents decreased with age (Porteous, 1979), but that their worries about employment and the future increased with age. Problems appeared to peak at age 14 (Porteous, 1985a; Gillies, 1989; Gallagher et al. 1992). The focus of adolescent worries also shifted with age. Younger adolescents reported more

school and home problems, showed more concern about study, career and interpersonal relationships. Older adolescents shifted to concerns over work, money, future, and national and existential issues (Crowley, 1983, Friedman, 1991; Stark et al., 1989).

Cultural differences in areas of concern were noted in studies undertaken in various countries. American adolescents, for example, were more concerned about school related issues, friends, the opposite sex, family, money and the future (Smith, 1980). Irish youth, on the other hand, revealed more concerns about inter-sex socialization and employment than did English youth (Porteous, 1985a). In Gallagher et al.'s study (1992), however, relationships with family and peers, and talking to the opposite sex presented the least worries to youth in Northern Ireland. This study further indicated differences in the frequencies of worries expressed by youth from different cultural sub-groups as identified by their religious affiliation. Catholics were worried more frequently than Protestants about home, school, self and the opposite sex, reflecting differences in cultural values and beliefs held by the two groups.

The view that adolescents' concerns could be an index of the country's current social, political, economic and environmental problems was put forward by Dodds and Lin (1992). In their study, Chinese youth rated overpopulation and environmental pollution as their top concerns, a finding which differs from those in US, Eastern Europe, Western Europe and New Zealand, where teenagers ranked the death of a parent as the greatest or second greatest concern. Similarly, Israeli youths' concern about national and existential issues also reflected the problems faced by their country (Friedman, 1991). Isralowitz and Ong (1990) further suggested that Singaporean youths' concern for school work and academic achievement mirrored the societal and cultural values held by their society. This study also identified significant social class differences. Lower class adolescents considered relationships with parents, school work, work and future, feeling good about oneself, accessing recreational facilities, and receiving enough sex education,

as more problematic than did middle class youths.

Porteous and Kelleher's study (1987) suggested a significant relationship between students' perceived problems and the climate of their school. The problems disclosed by adolescents differed between four types of school, as differentiated according to sex composition, religious influence, academic emphasis, resources and tradition. The findings confirmed that the school atmosphere can to a certain extent increase, decrease or otherwise determine the personal problems of students. In her Australian study, Foon (1988) found that the type of school which students attended, whether single-sex or co-educational, did have consequences for students' preferences and rated achievement of subjects, their self-esteem, and affiliation with peers, though gender difference also mediated the association.

Though the above studies have shown cultural and school differences in adolescents' perceived concerns, it has to be noted that investigation methods varied, and that these studies were conducted in different periods, in different social and economic circumstances. Furthermore, these studies were not cross-cultural studies.

2.3. Perceived Causes of Problems

Research into students' perceived causes of learning difficulties has found that, in their attribution of educational outcome, students referred to a number of specific, unitary factors, such as ability, effort, luck, high/low motivation, good/bad study habits, support from friends and home, difficulty of the subject matter, and teachers' instructional methods (Forsyth, 1986). Al-Methen and Wilkinson's study (1992), which explored students' perceived causes of failure, further suggested that students did not attribute their failure to personal or school factors only. They also considered the difficulty, interest and relevance of the content of academic subjects, and level of support from home and family as causes of their difficulties.

Croll and Moses' study (1985), on the other hand, investigated teachers' views of students' special educational needs and aetiology. Their findings demonstrated that, in explanation, teachers referred to children's innate qualities and to home background or parents, rather than to characteristics of the school, the teacher or the teaching methods. Hong Kong teachers, however, were found to give more importance to students' characteristics (their intelligence and effort) than to home background and teaching methods as causal factors for success (Morris, 1983).

On the other hand, attribution theory has instigated a number of research studies looking at causal factors of success and failure in an achievement-related context, and has significant implications for the educational process in the classroom (Weiner, 1972). Heider (1958) proposed internality and externality, or locus of causality, as dimensions of attribution. Ability and effort are seen as internal, dispositional causal factors, while luck and task difficulty are external, situational factors. Weiner (1979, 1985) suggested three causal dimensions in attribution: [i] stability - for example, luck as an unstable factor, ability as a stable factor; [ii] controllability - causes which lie within one's control, such as one's efforts, versus causes like task difficulty, which are uncontrollable; [iii] locus - internal causes such as ability and effort, versus external causes such as poor teaching. These dimensions often interact in causal attribution. Ability, effort, task difficulty and contribution of luck, then, are all seen as major causes of success.

Research evidence also demonstrates a cultural difference in causal attribution for success and failure in students. Achievement is seen to be determined more by effort in eastern culture, but more by ability in western culture (Holloway, 1988; Hau & Salili, 1990). Hau & Salili (1991), for example, found that Hong Kong Chinese students attributed success to more controllable factors. Effort, interest in study, study skills, mood, and ability were the top five important perceived causes for success, and ability ranked only fifth among them. Hong Kong teachers also attributed success to effort and failure to laziness (Morris,

1983). The importance attributed to effort is seen to be associated with the values which Chinese society places on hard work and endurance (Hau & Salili, 1991; Yang, 1986).

2.3.1. Students' and Teachers' Perceptions

Research into the views of teachers and students in the areas of classroom learning (Batten, 1989), rewards and punishments (Harrop & Holmes, 1993), and children's self esteem (Connell & Ilardi, 1987; Itskowitz, Navon & Stauss, 1988) often indicate disparity in their perceptions.

On the perception of students' attitudes towards school, Jackson's study (1968) revealed that teachers had a more accurate perception of satisfied and high IQ students, hence tending to overestimate the relationship of ability and satisfaction with schooling. In more recent studies, Carr and Kurtz (1991, 1994) found that teachers' perceptions of their students' metacognition, self concept and attributional beliefs were biased by the academic achievement level and abilities of their students.

Mismatch in views was similarly found in the areas of students' concerns and stress. Brown and Armstrong's study (1982), for example, revealed a low positive but statistically non-significant correlation between students' own assessment of worries during the transition from junior to secondary schools and teachers' assessment of these same worries. Teachers were found to misjudge and underestimate the worries experienced by the students, and rated worries about homework lower than students. Similarly, the pastoral teachers in Sharp and Thompson's study (1992) were not aware of the stresses experienced by students, tended to perceive students using extreme forms of behaviour in response to stress, and had no marked consensus among themselves about the causes of students' stress. Li & Ng (1992) found that Hong Kong teachers' perceptions of the stress experienced by students were significantly different from those reported by the students. Teachers tended to perceive their students as more severely affected by

family problems and peer relationship problems, while students rated school demands and environmental hazards as the more severe sources of stress.

In studying teachers' perceptions of their students, Rogers (1982) contended that:

'Teachers' impressions of their pupils are best understood not in terms of the extent to which they are accurate representations of the pupils' "real" characteristics but in terms of the functions that they serve for the teacher'.
(p.84)

In Rogers' view, teachers are observers. When asked for their view of students known to them, they actually give a report of their reflections on these students. Hence, in terminology applied by Sharp and Green (1975), Hargreaves (1977) and Rogers (1982), they are reporting a 'contemporary relationship', which is based on impressions of another person, rather than a 'consociate relationship', which is based on face to face contact between two persons. Rogers further pointed out that, in their perception of students, teachers are affected by their culture as teachers and by the views of their colleagues. In causal attribution, teachers will protect their own self image as competent and responsible professionals in the management of their students.

2.5. Summary

This review of the literature indicates that school work, examinations, employment, interpersonal relationships, family relationships, and peer relationships are areas of concern experienced by adolescents. The focus of their concerns, however, seems to vary in accordance with their social identity as defined by their gender and age, and the social groups to which they belong as instanced by their social class and by the type of school they attend. Differences have also been observed between studies conducted against different cultural backgrounds. It appears that adolescents' concerns reflect their cultural, political and economic environment. Innate ability, home background, and school variables are referred to as an explanation of students' learning outcome and behavioural

problems. Further review of research studies comparing teachers' and students' perceptions of students' concerns and worries revealed a lack of agreement between them. This raises the question of the suitability of the school guidance programmes offered.

3. GUIDANCE AND PASTORAL CARE

3.1. Concepts of Pastoral Care, Guidance and Counselling

There has been considerable confusion in the concepts of pastoral care, guidance and counselling, and a consequent lack of distinction between the three notions (Best, Jarvis, & Ribbins, 1977; Best, 1989). Pastoral Care, a uniquely British concept, is understood as the structures which schools devise to facilitate teachers in their pastoral work (Best, 1995), and as the 'non-instructional' roles of teachers (Best et al., 1977). As an essential element in education, pastoral care is concerned with students' progress and adjustment (Galloway, 1985), and with modification of the learning environment to meet their individual needs (Hamblin, 1978). It caters for the non-academic needs of students, helping them to confront potential problems, and enabling them towards a full and happy development in school.

Best et al. (1977) were critical of the so-called 'conventional wisdom', which views pastoral care 'as an essential aspect of educational provision' (p.128), challenging that the assumptions of academics and theorists might differ from the beliefs of teachers and students and from actual practice in schools. They pointed to an alternative explanation, an 'unofficial version of pastoral care': 'pastoral care' as a form of control and punishment, equivalent to what Galloway (1990) subsequently called 'penal care'; as an unnecessary division of the teaching aspect of the work of schools; as fulfilling administrative purposes rather than those of guiding and counselling. They also criticized a lack of rigorous and analytic research and called for empirical investigation.

In recent years, there has been a move toward viewing pastoral care as a

process, a relationship cultivated between teachers and students, which helps the school to be a caring community. Effective pastoral care is also seen as an essential element of an effective school (Galloway, 1985; Watkins, 1993). As Best (1989) pointed out, it is the *process* - activities and practices - going with the structure which is more crucial. Pastoral care is the relationships and attitudes which reflect the values which the school holds, and which constitute the school's pastoral ethos and pastoral policy (Best, 1989, 1995). Further, personal-social education (PSE), the school's attempt to promote the personal and social development of students through a pastoral and whole school curriculum, has become a dominant theme (Best, 1995; Galloway, 1990; Watkins, 1995).

Pastoral care, as a broad concept, is summarized by a definition put forward in a report by HMI in 1987:

'Pastoral care is concerned with promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems; and through extra-curricular activities and the school ethos.'

(DES, 1989, p.3)

Best (1995) also considers pastoral care as a comprehensive concept, under which guidance and counselling are specific aspects; hence 'guidance' would be too narrow a concept to be an alternative. While in other cultures the term 'pastoral care' is not commonly used, the many qualities embraced by 'pastoral care' are in fact found there, if one takes the concept of 'pastoral care' as a broader educational concern (Lang, 1994). Guidance, for example, is seen as a process of helping individuals to understand themselves and their world (Shertzer & Stone, 1981), and to facilitate students' development in the educational, vocational, personal-social areas (Young, 1994). In US, guidance focuses on comprehensive, developmental programmes, which have both preventive and responsive components (Gysbers, 1994). In Hong Kong, the term 'guidance' is used to refer to the pastoral work that teachers engage in (Education Department, 1986), though there is some confusion about the terms 'guidance' and 'counselling'.

Literature on guidance and counselling, however, distinguishes clearly between the two concepts. Guidance in a school setting is seen as educational, developmental and preventive, a process aiming at helping students towards self development and making informed choices (Miller et al., 1978; Milner, 1980; Hui, 1994). Counselling is perceived as a way of helping students who are in a state of confusion, indecision or distress (Milner, 1980). Viewed from a broader perspective, guidance comprises all educational activities in school, ranging from individual guidance given by teachers to the whole school curriculum. Counselling is one of the guidance activities offered for students with problems.

In its 1992 Report on Guidance, HMI adopted a more global view of guidance rather than seeing it as a specific set of skills under the umbrella of pastoral care. This can be seen from the characteristics which the Report identified as evidence of good guidance:

- teachers' acceptance of a role in guidance
- references to guidance included in schemes of work
- teachers' personal relationships with students, offering individual and group guidance to students
- relating personal and social education, career education and tutorial work to guidance.

(HMI, 1992, cited by Watkins, 1994)

3.2. Guidance Approaches

Shaw (1973) adopted a conceptual framework from Caplan (1968) and distinguished three levels in guidance approaches.

- Primary level: aims at promoting the general mental health of all students.
- Secondary level: focuses on preventing the development of students' problems, through early identification and intervention.
- Tertiary level: focuses on remediation or special educational placement.

Following this conceptual framework, primary level guidance aims at delivering

personal, social and values education, enhancing students' self understanding, interpersonal relationships, skills in adjustment and in problem solving. Activities take the form of seminars or talks, group programmes of a developmental nature, and thematic use of form periods or class periods. The approach is more preventive and developmental. Secondary level guidance targets a few students who encounter difficulties. Individual and group counselling is provided to help them overcome their confusion. Tertiary level guidance is mainly for students with serious mental or emotional disturbances who require in-depth counselling or psychotherapy. Secondary and tertiary level guidance is more responsive and remedial, while primary level guidance is a combination of developmental and proactive guidance (Young, 1994).

In Hong Kong, a casework approach to guidance, a form of remedial guidance, is reactive to behaviour and adjustment problems of students rather than preventive (Education Department, 1986). It emphasises the role of specialist teachers in intervention, case handling and referral (Hui, 1991; Education Department, 1993a). Such a remedial overtone to guidance has been criticized as a 'safety net' model of pastoral care (McGuinness, 1989) and as 'emotional first-aid' (Hamblin, 1978), and produces a number of negative effects on students and teachers (Hui, 1994).

The notion of 'a whole school approach to guidance' was introduced as a move away from this crisis-oriented casework approach (Education Commission, 1990; Hui, 1991; Education Department, 1993a). This approach was defined in the Education Commission's report (3.2.6) as:

'.....all teachers play a vital part in helping students to recognize and overcome their problems. Being in the front line, teachers are often in a better position to identify students in need of help and to offer assistance. Teachers, however, require the leadership of the School Principals and the full support of the management, to create a positive environment in the schools in which students' problems are responded to in a positive and constructive manner. For example, by providing developmental and constructive programmes to facilitate personal development, social adaptation and adjustment in schools. We call this the whole school approach.'

This definition constitutes an 'official' statement of 'a whole school approach to

guidance'. However, it is vague and unclear as a concept. A whole school approach may refer to the involvement of all teachers in guidance work (Education Commission, 1990), or to the involvement of all students as the receivers of guidance services (Hui, 1991), or it may mean implementing school-based preventive programmes (Education Department, 1993a). Alternatively, it may be interpreted as an integration of a pastoral or guidance curriculum across the whole school curriculum (McGuinness, 1989), or as a development of a whole school policy in guidance (Hui, 1994). Watkins (1994) proposes a 'whole-pupil view' for personal and social development of students in guidance. He considers a whole school approach as a total school guidance, which is proactive and developmental, is collaboratively planned and delivered, permeates the school curriculum, and contributes to the school atmosphere.

Research conducted in Hong Kong since the announcement of 'a whole school approach to guidance' in 1990 has revealed certain changes in schools' guidance practice. A growing number of whole-school developmental programmes have been organized. The integration of personal-social education with the academic curriculum has been attempted in one secondary school as a means of implementing a whole school approach (Hui & Hong, 1996).

3.3. Guidance Systems

Best (1989, 1995) extended the model of pastoral care proposed by Watkins (1985) and suggested casework, curriculum, management, and control/community as four pastoral tasks to meet students' needs. According to this model, pastoral casework includes individual guidance offered by form tutors and teachers to meet students' needs of security, guidance and emotional support. Pastoral curriculum refers to themes, programmes and activities offered in 'form periods' and school subjects, which aim at enhancing their personal and social development of students, meeting their needs as learners, and providing them with opportunities to learn concepts, skills and attitudes and to explore feelings and beliefs. Pastoral

control/community focuses on helping students to respect the needs and rights of others in the community. Pastoral management is directed to the implementation and monitoring of pastoral activities, the allocation of resources, the provision of facilities, support, feedback, and training for teachers in carrying out their pastoral work. These four components, though distinctive in themselves, are interrelated and interwoven, aiming at the whole person education of students. Watkins and Best's model focuses on the co-ordination, integration and management of discipline, guidance, personal-social education in school.

Watkins (1994) further proposed the need to develop a 'comprehensive developmental and distributed model', which looks at guidance in the whole school context rather than simply as pastoral care. This model describes both the specialist and general dimension of guidance. Instead of seeing pastoral care as a structure within school, the model focuses on a whole school approach, in recognizing, clarifying, communicating and co-ordinating all elements of guidance. Watkins' model corresponds with his notion of a whole school approach to guidance.

In summary, an exploration of the concepts of pastoral care, guidance and counselling, reveals confusion in the popular usage of the terminology. This exploration also uncovers an assumption of the value and desirability of offering pastoral and guidance services in schools, the so-called 'conventional wisdom'. Those who challenge the validity of such an assumption have called for more vigorous research in the schools. A review of the literature also shows the distinction between developmental, preventive and remedial guidance, the move of Hong Kong schools from a casework remedial approach to a more proactive and developmental whole school approach, and the management of guidance systems in facilitating guidance work.

4. RESEARCH ON PERCEPTION OF GUIDANCE, COUNSELLING AND PASTORAL CARE

Research studies into students' perception of pastoral care and guidance are limited in number. Studies which investigate students' perceptions often indicate a mismatch and discrepancies between the views of teachers and students. Murgatroyd's study (1977) of a Scottish school, for example, revealed that students perceived counsellors (pastoral care staff) primarily as teachers with administrative duties, and saw them as potentially helpful in matters relating to career or school rather than in dealing with their personal problems. Different findings, however, were obtained from a survey in a comprehensive school in south west England, where students were willing to approach counsellors about their personal problems (Hooper, 1978).

In a case study conducted in a Scottish secondary school, Siann, Drapper and Cosford (1982) found that staff with guidance responsibilities were seen by students as caring and concerned, and as a source of help in dealing with personal and family problems. However, they were not regarded as more effective than subject teachers, whom students saw as a source of help in school-based problems.

A study of students' perception of guidance teachers in South African schools yielded contrasting results (Skuy, Hoar, Oakley-Smith & Westaway, 1985). Students had a poor image of guidance and guidance teachers. There was no significant difference in the frequency of guidance teachers and teachers being selected by students for help. Teachers, on the other hand, tended to overrate guidance teachers as the most favoured source of help for students and to underestimate their students' tendency to turn to parents and peers for help.

Lang's study (1983) of forty secondary schools in the West Midlands of England revealed that students had only a limited understanding of the role and responsibilities of the pastoral staff, seeing them as mainly concerned with discipline and administration. Teachers were seen as more preoccupied with academic and examination concerns and maintaining discipline than with the care of students. Some students did not have a positive notion of pastoral care and

showed a reluctance to avail themselves of it. Lang summarized his findings in the following words:

'.....there are significant discrepancies between the assumptions schools make about the problems pupils have and their use and understanding of the pastoral system, the 'conventional wisdom', and what the pupils actually do and feel.
(Lang, 1985, p.171)

Hong Kong students, on the other hand, perceived teachers with guidance responsibilities as having a role in improving students' school performance. They preferred guidance teachers to help them adapt to school life and to fight for their rights in school, and to strengthen the link between students, families and school. They saw school social workers as having a role in helping them deal with their personal problems (Ko & Wong, 1990).

Best et al.'s study (1983) into teachers' views on pastoral care, on the other hand, suggested that teachers perceived their pastoral roles as maintaining discipline and control. They concluded that 'there are substantial differences between the "pastoral care" of the conventional wisdom and what it means for teachers who supposedly provide it in some institutionalized form' (p. 255).

The above findings show that teachers have a tendency to overestimate students' understanding of the role and function of pastoral and guidance staff. In reality, not all students perceive guidance and pastoral care positively, or regard guidance personnel as more effective than subject teachers in helping. Teachers' perception of their roles can be different from the presumed roles, which are concerned with the care, welfare and needs of students.

5. A CONCEPTUAL FRAMEWORK FOR EXPLAINING STUDENTS' AND TEACHERS' PERCEPTIONS

Sigel (1985) stressed that beliefs are based on knowledge and derived from social experience. Moscovici and Hewstone (Moscovici, 1981, Moscovici & Hewstone, 1983) argue that the beliefs which are socially shared by members of a social group constitute 'social representations'. The discrepancy between students and teachers in perception may be explained as due to the school's 'conventional

wisdom' (Lang, 1985), or to a lack of understanding on the part of the teachers about the world experienced by the students. Teachers live in an adult world and perceive things from an adult perspective. However, in their daily professional contact with students, all teachers have to face the matter of student adjustment, students' concerns and difficulties and their causes, and ways of helping them. The views or beliefs held by teachers reflect their representation of students' adjustment. The difference in perception between teachers and students may well reflect the beliefs and views, or representations, held by two different social groups within the school community. Moscovici's theory of social representations may help explain the phenomena.

5.1. Theory of Social Representations

Moscovici has described social representations as

'A set of concepts, statements and explanations originating in daily life in the course of inter-individual communications. They are the equivalent, in our society, of the myths and belief systems in traditional societies; they might even be said to be the contemporary version of common sense.' (Moscovici, 1981, p.181).

Moscovici was thinking, not of the representations of traditional societies, but of those of modern society, whose development has been expedited as the result of mass communication. He considered social representations to have an important place in reconstructing 'common sense' and knowledge, forming images and meaning. Moscovici's theory of social representations derives from Durkheim's concept of collective representations (Durkheim, 1898, cited by Leyens & Codol, 1988). Moscovici preferred a less global theoretical framework to account for the phenomena in a modern society, which is more heterogeneous. He used the term 'social' instead of 'collective' to emphasize the link his framework had with social psychology rather than with sociology (Leyens & Codol, 1988). Further, as modern society is more diversified than traditional society, 'social representations is only one of the ways of apprehending the concrete world, circumscribed in its foundation and circumscribed in its consequences' (Moscovici, 1976, p.42 cited by

Jahoda, 1988). In contradistinction to Durkheim, Moscovici did not consider representation as homogeneous and shared as such by all members in a society (Moscovici, 1988). He thus replaced the word 'collective' with 'social' in order to indicate the 'plurality of representations and their diversity within a group', and to focus on the 'creative processes, ... the generation of new, meaningful contents arising during the transformation of mental and social configurations' (Moscovici, 1988, p. 219). Moscovici saw social representations as dynamic: they are created and recreated by individuals in their interaction with each other. This also points to the genetic perspectives of the theory of social representations, which comprise [i] sociogenesis: the construction and transformation of the social representations of a social group; [ii] ontogenesis: the development of individuals in relation to social representations; [iii] microgenesis: the evocation of social representations in social interaction (Duveen & Lloyd, 1990).

Moscovici viewed society as a thinking system. He saw social representations generated in the market place, cafes and pubs, where individuals share their thinking by talking together. Hence, 'thinking societies' are the places 'where social representations take shape and from which they spread like rumor' (Moscovici, 1988, p.224). He suggested that, instead of merely focussing on trying to understand individual thinking, we should also learn to understand 'what constitutes a "group or society engaged in thinking"' (Moscovici, 1982, p. 142).

Moscovici proposed a distinction between a consensual universe and a reified universe. The communicative function of thought is highly important in the consensual universe. In the reified universe, it is rules instead of persons which are trusted. It is through science that the reified universe can be understood, whereas social representations are concerned with the consensual universe, 'where conventions and agreements prevail over trials and demonstrations, conclusions over premises' (Carugati 1990a, p. 136). Such a distinction helps distinguish scientific understanding from everyday or common sense understanding (Duveen and Lloyd, 1990). According to Moscovici, all of us feel comfortable with the

consensual universe, where we are 'sheltered from areas of disagreement and from incompatibility', and are 'confronted with the dynamics of familiarity' (Moscovici, 1981, p.189).

The primary function of social representations is to explain how the strange and the unfamiliar become the familiar (Moscovici, 1984 p.43, and *passim*). This is made possible by anchoring and objectification. By anchoring, unfamiliar or remote ideas are absorbed into a pre-existing system, the familiar categories of everyday cognition (Moscovici & Hewstone, 1983). Classifying and naming are the two ways to anchor a representation. Objectification transforms an abstraction into something concrete, visible and tangible, so that it can be brought under control. Personification and configuration are the means to objectify a representation (Moscovici, 1981).

The functions of social representations are firstly, therefore, to help individuals to master and make sense of the world, to acquire and communicate knowledge, and to transform knowledge into common sense (Moscovici & Hewstone, 1983). When individuals share a representation, they interpret their own conduct and those of others on the basis of such representation. Thus social representations also have, secondly, the function of guiding social action. Thirdly, social representations have the function of socialization, which restrains individuals' attitudes and perceptions (Moscovici, 1984). By constructing daily experiences at the semiotic level, social representations help individuals to justify their actions and attitudes, to anticipate and influence them (Carugati, 1990b).

5.2. Research on Social Representations

Since Moscovici published his thesis on the social representations of psychoanalysis in 1961, there has been a rapid and enthusiastic adoption by many psychologists of his theoretical approach. This can be seen in the number of research studies undertaken to investigate the contents of people's beliefs (Farr, 1987).

In his study of the social representations of psychoanalysis, Moscovici demonstrated how people incorporate an unfamiliar and troubling scientific theory into their own network of categories, by the process of anchoring and objectifying (Moscovici, 1981). Herzlich (1976), in her study of the social representations of health and illness, stressed the need to study the attitudes of individuals to health and illness and the meaning they had for them, and examined the ideas and behaviours which these social representations generated. Using the structure of social representations to explain the lack of success of the protest movement in the Belgian University of Louvain, Di Giacomo (1980) observed the evaluative component of social representations, and suggested that social representations have an *attributive* function. Social representations determine the kind of behaviour a social group will engage in or avoid, and to which they will assign a moral label.

Other research studies have confirmed the existence of different social representations of AIDS (Echebarria & Paez, 1989; Markova, 1992; Markova & Wilkie, 1987), and of drugs (Echebarria Echabe, Guede, Sanjuan Guillen & Valencia Grate's, 1992). The latter study showed how different social representations of drugs are anchored in different social groups, defined by their proximity to persons involved in drug use. The researchers concluded that the context played a significant role in the application of the different social representations to judgment and perception, and suggested that social representations served a group defence function.

Hewstone, Jaspars & Lalljee's research (1982) provided evidence for the existence of shared social representations, which served an attributional function in explaining academic success and failure, and a social identity function in intergroup differentiation. Their findings indicated that public school boys and comprehensive school boys possessed quite different social representations of themselves and of each other. The two groups also employed different evaluative connotations. For example, public school boys saw themselves as hardworking, while comprehensive school boys regarded them as 'swots'. This illustrates that social representations

hold an *evaluative* as well as a cognitive connotation. The two groups held different social representations of the causes of academic success and failure. The public school boys differentiated themselves from the comprehensive school boys by means of the attributions of ability and effort, while the comprehensive school boys differentiated themselves in terms of luck. These findings suggest that social representations possess an *attributional* function, influencing or determining explanations of social behaviour. Lastly, the comprehensive school boys were more given to expressions of intergroup differentiation than were the public school boys, a fact which may have been due to their social status, thus demonstrating the *social identity* function of social representations.

Research into children's representations of income inequality in Scotland, France and US suggests the existence of shared beliefs, values and ideas about socio-economic inequalities (Emler, Ohana & Dickinson, 1990, citing earlier studies: Emler & Dickinson, 1985; Dickinson, 1987; Ohana, 1987; Emler & Luce, 1985). Their findings revealed significant social class differences but no age differences. A replica study by Burgard, Cheyne and Jahoda (1989), however, yielded contrasting results, revealing significant age but no social class differences in their German sample. A study by Emler, Ohana & Moscovici (1987), further confirmed that school, as a formal organization, provided children with an important source of experience of the organizational roles of teachers. Differences in belief between middle class and working class children, and between Scottish and French children were noted in the same study, which argued that these representations were not simply individual representations, but were social representations which reflected the children's social and cultural milieu. They also cited Tajfel (1984) to support their argument that people referred to social myths to justify the position of their own group or to explain its disadvantaged position; and such myths constitute the shared beliefs or social representations. Therefore, when children gave a justification for income distribution, they repeated the justifications (social representations) put forward by society.

In another research study, Mugny and Carugati (1989) revealed how social representations are generated by adults to explain interindividual difference in children. Their findings indicated that 'information shortage', or the absence of a stable reference point provided by different scientific disciplines in answer to the question of intelligence, created a social representation among the parents and teachers, who turned to the theory of natural inequality in the context of giftedness as a rationality to account for the phenomena. This demonstrated the *anchoring function* of social representations. These representations were also objectified, as children were categorized as 'bright' or 'dull'. In the process of objectification, interindividual differences were transformed into causes.

Carugati suggested that 'social identities are principles governing the transformations of scattered ideas into representations' (Carugati, 1990b, p. 140). By constructing social representations of intelligence, a specific social group can locate itself in the social field, and social representations are crucial in building social identity. This view was confirmed in Mugny and Carugati's study, which demonstrated how the identity principle directed the organization of representations, how it protected individual identity when multiple social identities (the identity of being parents and teachers, working mothers, for example) intersected. Parents in the study, for example, developed a representation which did not acknowledge the importance of family in the development of intelligence. Parents with at least two children, hence having a more pronounced parental identity, tended to give more consideration to the theory of natural inequality and the ideology of giftedness than did the parents of one child. Representations here served as a defence to protect the self image of parents, when their social identity as parents was open to threat. Parental identity, therefore, existed as a socio-psychological identity. Social representations emerged as a result of the experience of being a parent, yet these representations could be adjusted in relation to the particular conditions in which the parents found themselves - the number of children in the family, for example. Further comparison between housewives and

working mothers indicated that housewives tended to adopt a maturationist view of intelligence. Working mothers, on the other hand, tended to see the development of children as spontaneous, to reject partially the effectiveness of adult intervention, and to hold teachers responsible for their children's difficulties in school. Such a representation tended to have a justifying function for the working mothers, who might have had a 'bad conscience' at being less involved with their children. Representation, therefore, served to protect their social identity. A consideration of conflicts generated by the two identities of parent and teacher found that parents who were not teachers attributed more responsibility to teachers in the development of intelligence. Teachers who were also parents, however, in facing a conflict of identity, denied the responsibilities of schools and teachers for children's failure, and referred to the ideology of gifts unequally distributed among children.

In the ontogenesis of social representations of intelligence, significant life events, such as the experience of becoming a parent or entry into a particular profession, constituted critical turning points (Carugati, 1990b). In the consensual universe where lay people were in agreement on the nature of intelligence, there was no precise consensus on every element. Divergence was noted in the ways in which different social sub-groups in the same society defined intelligence.

5.3. Criticism of the Theory of Social Representations

Moscovici's theory of social representations has been considered by some authors as a heuristic notion rather than a concept (Potter & Litton, 1985), and as vague in its definitions (Jahoda, 1988). Jahoda contended that most of the studies conducted could have been reported without the label of social representations. What he found missing was the lack of a common theoretical orientation, and of support from the literature that the theory of social representations had been tested. Jahoda pointed out this was due to the theory itself, which is 'so loosely formulated that no part of it could readily be falsified' (Jahoda, 1988, p.204). In response to these criticisms, Moscovici (1988) defended his theory of social representations,

which he saw as different from the constructivist perspectives in mainstream social psychology. He rejected the idea of a specific definition of social representations, saw its vagueness as a virtue (Moscovici, 1984) and claimed that an evaluation of the validity of a theory should be based on its meaningfulness and usefulness in helping us see things from new perspectives. With regard to research methods, he saw the theory of social representations, like other theories in social psychology, as a conceptual framework rather than as a system of hypotheses which are derived from facts and can be verified or rejected. His concern was to enrich the content and refine the theoretical framework of the theory (Moscovici, 1988, p. 213).

5.4. Summary

According to Moscovici (1981), people generate social representations in attempts to make sense of the world in which they live. Similarly, when they are confronted with phenomena which are inexplicable by scientific knowledge, they try to explain them by generating social representations. It can be argued that the many 'explanations' offered for such phenomena as students' concerns and adjustment, intelligence, illness, are all forms of social representation. Teachers and students form two distinct social groups within a school community, and they carry different social identities. The views which they hold on guidance services, for example, or on students' concerns and adjustment, may not be merely their own individual views or representations; they may be a reflection of the views or representations which are socially shared within their own groups. If the perceptions of students' concerns and adjustment held by teachers and students are, in fact, different, these perceptions may well reflect the beliefs, or **social representations**, held by two different social groups in school. In exploring the questions of match and mismatch between students' and teachers' perceptions, the present research employs Moscovici's theory of social representations as a conceptual framework for an explanation of the phenomena, rather than as a means to test the validity of the theory itself.

6. AIMS AND PURPOSES OF THE PRESENT RESEARCH

The present study aims at investigating how students and teachers perceive students' concerns and difficulties, how they attribute causes for these concerns and difficulties, their views on guidance and its effectiveness in meeting students' needs and in solving students' difficulties. The study, therefore, aims at exploring

- * the beliefs which students and teachers hold about students' concerns and difficulties and their causes, and their views on guidance services.
- * whether the school banding, school guidance focus, and streaming of students contribute to differences in students' and teachers' perceptions.
- * whether there is any match or mismatch in the perceptions of teachers and students.
- * whether there exist any shared beliefs about adolescent adjustment.

The research was based on the followings questions:

1. What is the range of students' concerns perceived by students?
 - 1.1. Are the students' concerns and difficulties perceived by students and teachers in schools with predominantly Band 1 & 2 students different from those perceived by students and teachers in schools with predominantly Band 4 & 5 students?
 - 1.2. Are the concerns and difficulties perceived by students in low achieving classes different from those perceived by students in high achieving classes?
 - 1.3. Is there an association of students' personal characteristics (i.e. age, gender, social class) with their perception of students' concerns and difficulties?
2. What do students perceive as the causes of their concerns and difficulties?
 - 2.1. Are the causes of concerns and difficulties perceived by students in schools with predominantly Band 1 & 2 students different from those perceived by students in schools with predominantly Band 4 & 5 students?

- 2.2. Are the causes of concerns and difficulties perceived by students in low achieving classes different from those perceived by students in high achieving classes?
- 2.3. Is there an association of students' personal characteristics with their perception of causes of students' concerns and difficulties?
3. How do students perceive guidance?
 - 3.1. Are students in schools which adopt a more preventive approach to guidance more likely to have a developmental view of guidance?
 - 3.2. Are students in schools which adopt a remedial approach to guidance (i.e. individual case work) more likely to have a remedial view of guidance?
4. How do students see the guidance role of teachers?
5. What evaluation do students make of the guidance services?
6. What do students perceive as ways of improving guidance services?
7. What is the range of concerns which teachers perceive as experienced by students?
 - 7.1. Are the concerns and difficulties of students perceived by teachers in schools with predominantly Band 1 & 2 students different from those perceived by teachers in schools with predominantly Band 4 & 5 students?
 - 7.2. Is there an association of the school's streaming policy with teachers' perception of students' concerns and difficulties?
 - 7.3. Is there an association of teachers' personal characteristics (i.e. gender, teaching experience) with their perception of students' concerns and difficulties?
8. What do teachers perceive as the causes of students' concerns and difficulties?
 - 8.1. Are the causes of concerns and difficulties perceived by teachers in schools with predominantly Band 1 & 2 students different from those

- perceived by teachers in schools with predominantly Band 4 & 5 students?
- 8.2. Is there an association of the school's streaming policy with teachers' perception of the causes of students' concerns and difficulties?
 - 8.3. Is there an association of teachers' personal characteristics (i.e. gender, teaching experience) with their perception of the causes of students' concerns and difficulties?
9. How do teachers perceive guidance?
 - 9.1. Are teachers in schools which adopt a more preventive approach to guidance more likely to see guidance as developmental?
 - 9.2. Are teachers in schools which adopt a remedial approach to guidance (i.e. individual case work) more likely to have a remedial view of guidance?
 10. How do teachers see their role in guidance?
 11. What evaluation do teachers make of the guidance services?
 12. What do teachers perceive as ways of improving guidance services?
 13. In what ways do the perceptions which teachers have of students' concerns and their causes, and their views of guidance, match those of the students.
 14. What are the shared beliefs held by teachers and students on student adjustment, causes of adjustment difficulties, and the provision of guidance services for students?

7. TERMINOLOGY

(1) *Concerns, Difficulties, Causes*

In this research, students and teachers were asked about the concerns and difficulties which adolescent students face, and the causes of these concerns and difficulties. In subsequent Chapters, in analysing and reporting the responses, the term *Students' Concerns* embraces such matters as developmental concerns, issues

they cared about or were worried about, as well as their difficulties.

The term *Cause of Difficulties* covers the causes of both concerns and difficulties.

(2) *Streaming, Banding*

The term *Streaming* refers to the streaming of students within a school, where students are assigned to high achieving or low achieving classes.

The term *Banding* refers to the way in which Hong Kong students are grouped into five different "bands" or levels of attainment in Primary 6 and its public examination. Chapter 6, Section 2.2.1. provides a description of the banding system.

8. CONCLUSION

The review of literature and research into adolescents' concerns and problems, pastoral care and guidance, reveals little agreement between students and teachers in their perception. Teachers tend to misjudge the types of concerns experienced by students and the severity of these problems, and over-estimate students' acceptance of guidance. There has been an assumption of the value and desirability of offering guidance services in schools. However, little research has been conducted to investigate students' and teachers' views on guidance as a means of meeting students' concerns. Against this background, the present research was undertaken to investigate the match and mismatch of perception between students and teachers, employing Moscovici's theory of social representation as a conceptual framework.

CHAPTER THREE

RESEARCH DESIGN

1. INTRODUCTION

There has been an on-going debate about the relative value of two approaches in educational research, namely the quantitative and the qualitative. In choosing a research strategy for this study, the researcher favoured the strategy that the choice of approach depends on the nature of the inquiry and the types of information to be collected (Bell, 1993), since 'methodological appropriateness should be the primary criterion for judging methodological quality' (Patton, 1990, p. 39). In designing this study, both quantitative and qualitative approaches were adopted, depending on the stage of the research process and the type of information required. This chapter outlines the research design.

2. RESEARCH DESIGN

The present research aimed at investigating the beliefs which students and teachers had of students' concerns, causal explanation of students' difficulties and guidance, and the agreement or discrepancy between the perceptions of students and teachers. A two phase study was designed to achieve these goals. Studies with specific purposes were conducted: Phase 1 consisted of two Preliminary Studies, and Phase 2 was the Main Study.

2.1. Phase 1: Preliminary Studies

The purpose of the Phase 1 Preliminary Studies was twofold:

- (1) to identify the guidance approach adopted in Hong Kong secondary schools.

The Main Study of this research aimed, among other things, to investigate the association of the school's guidance focus with students' and

teachers' perceptions. Thus it was necessary to identify schools with different guidance approaches, from which the sample of students and teachers could be drawn for the Main Study. In this Preliminary Study, questionnaires were used in the collection of data.

(2) to explore the views of students and teachers on students' concerns, causes of difficulties, and school guidance.

As indicated in the review of literature in Chapter Two, research into students' and teachers' views in these areas is limited. Thus it was necessary to conduct an exploratory study to identify the salient themes and important variables. The data would form the basis for the construction of the questionnaires for the Main Study. The strategy employed was qualitative in nature, and involved in-depth interviewing of students and teachers in two schools.

2.2. Phase 2: Main Study

The Main Study was carried out in two parts. Part One was an investigation of the perceptions which teachers and students have of students' concerns, causes of their difficulties, and school guidance (i.e. Research Questions 1 to 13 described in Chapter Two). As the main purpose was to look for match and mismatch in perception between students and teachers, a quantitative approach, using survey questionnaires, was considered a more appropriate strategy.

Survey research has the advantages of covering a large population of respondents, of being more economical in its administration, and therefore less costly in terms of time. Survey research carries certain disadvantages, such as superficial treatment of issues, respondents concealing their beliefs or merely expressing socially approved opinions, lack of opportunity to clarify with respondents their attitudes or feelings about issues (Best & Kahn, 1989). These disadvantages were to a certain extent tackled through conducting in-depth interviews with respondents in the preliminary study. The use of survey

questionnaires has the benefit of preserving the anonymity of respondents, and so was applicable for this research investigating the beliefs held by students and teachers.

Part Two of the Main Study focussed on exploring students' and teachers' perceptions of students' adjustment, their explanation of students' inter-individual difference in adjustment, and their suggested means for enhancing adjustment [i.e. Research Question 14]. As students' concerns/difficulties and students' adjustment/maladjustment are inter-related, students' and teachers' views on students' adjustment and on causal explanation served the purpose of 'triangulation', thus helping to explain more fully students' concerns, causal explanation of these concerns, and guidance, as social representations.

A qualitative approach, according to Miles and Huberman (1994), is the best strategy for exploring a new area of research, has a capacity for testing hypotheses and predictions, and is useful as a supplement to quantitative data. This research approach focuses on exploring the 'lived experiences' of people, the meanings they perceive in events and processes, and the way people connect these meanings to their social world (Miles & Huberman, 1994). The qualitative method also has its disadvantages. It deals with words, which are bulkier than numbers. The processing of field notes is time consuming. The researcher's values may influence the analysis and interpretation. However, for the purpose of this study, the qualitative method was regarded as more appropriate, for the following reasons. [i] When this study was designed, students' and teachers' perceptions of students' adjustment was not being researched. [ii] This study aimed to explore people's belief about student adjustment. The qualitative method allows further exploration of how and why people perceive things as they do. [iii] The data could further illuminate the quantitative data obtained from the survey.

3. LIMITATIONS AND DELIMITATIONS

In sampling students and teachers for the study, care was taken to select

respondents from different sectors of Hong Kong schools, thus ensuring a certain level of representation. The goal, however, was not to select schools in order to achieve a random representation of the population. As the purpose of the study was more exploratory and explanatory than predictive, it was not intended to generalize the findings of this study to all students and teachers in Hong Kong schools. A purposeful sampling, and at times a convenience sampling, was adopted instead. Further, the scope of this study was limited to the exploration of the views held by secondary school teachers, and by junior secondary students, of concerns faced by junior secondary students, their causal explanation and views of school guidance.

4. CONCLUSION

This chapter has presented the overall research design. The research methodology for the two preliminary studies will be presented in Chapters Four and Five, and the methodology for the Main Study will be presented in Chapter Six.

CHAPTER FOUR
PHASE ONE
PRELIMINARY STUDY ONE: SCHOOL GUIDANCE FOCUS

1. INTRODUCTION

The guidance focus of schools, as a school variable, has not been previously researched. Preliminary Study One was designed to identify the focus and approach of guidance work in Hong Kong secondary schools. The findings were to be used to identify schools from which to draw the sample of students and teachers for the Main Study. This Preliminary Study was carried out in two stages:

(1) STAGE 1. Identifying constructs of guidance services.

(2) STAGE 2. An exploratory study of guidance work in secondary schools.

In this Chapter, the research methodology and the findings are reported and discussed.

2. STAGE 1: IDENTIFYING CONSTRUCTS OF GUIDANCE SERVICES

As elsewhere, guidance in Hong Kong schools began as a solely remedial service, and has only recently become more preventive and developmental in nature. For an investigation of the association of the school guidance focus with students' and teachers' perceptions, it was necessary to select a way of describing the different approaches to school guidance. Stage One of this Preliminary Study was conducted to list the elements (i.e. various guidance activities), to identify the constructs of guidance services, and to elicit views on whether the guidance activities were 'preventive' or 'remedial'.

2.1. Method

Kelly's Repertory Grid technique has been applied in a number of educational studies (Cohen & Manion, 1994). The technique helps to explain the meaning of events or of constructs held by the respondents, and thus it was

considered appropriate in the present identification of the constructs of various guidance services.

In one form of the repertory grid technique, a respondent is required to identify and evaluate the 'elements', that is, the phenomena which they consider important in a particular area. In evaluating the ways in which two of the elements differ from a third, the respondents elicit the construct. Thus, the respondent elicits both the elements and the constructs. In another form of repertory grid technique, the construct is provided to the respondent by the researcher (Fransella & Bannister, 1977). Having constructs both elicited and provided has the advantage of checking the meaningfulness of the provided constructs (Cohen & Manion, 1994).

In this study, the list of elements, namely the guidance activities, was prepared by the researcher, who had knowledge of school guidance through her work in schools. These elements comprised:

- A. *Individual case work: teacher referral* - Students are referred by other teachers to see the guidance teachers.
- B. *Individual case work: student self referral* - Students voluntarily approach guidance teachers.
- C. *Collaborative work with teachers* - Working with the Moral Education and Discipline Teams in planning moral education lessons, form periods, class periods, giving consultation to other teachers.
- D. *Developmental group work: student participation required by teachers.*
- E. *Developmental group work: student participation voluntary.*

Examples of D and E, are peer tutoring, peer counselling, study skills training, social skills training.

During the actual administration of the grid technique, respondents were asked to add further elements to this list.

The elements of the grid were written on cards in triads (groups of three) in order to help elicit constructs. The respondents were asked to specify some

important way in which two of the elements were alike, and then to say how these two were different from the third. They were then asked to rate on a 5 point scale the constructs elicited.

Respondents were then provided by the researcher with a construct "remedial" versus "preventive." At the end of the interview, two questions were asked:

[i] How would you define remedial work?

[ii] How would you define preventive work?

2.2. Respondents

Nine Educational Psychologists and Educational Counsellors, who were familiar with the delivery of guidance services, were interviewed individually to elicit constructs concerning the type of guidance work provided in Hong Kong secondary schools. A repertory grid was administered to each of the respondents. These interviews were conducted in November, 1991.

Table 4.1 List of Constructs Elicited by Respondents

Constructs Elicited	Number of Respondents
Voluntary participation / Involuntary participation	8
Rendered solely by the guidance teachers / Conducted jointly with other teachers	5
Individual work / Group work	4
Direct services to students / Indirect services	4

2.3. Results

2.3.1. Elements in the Repertory Grid

Apart from the five elements listed [A-E], two further elements were added

at the suggestion of one of the Respondents:

F. *Organizing staff development*

G. *Meetings and case conferences* with other teachers.

A total of 7 elements were thus included in the administration of the repertory grid.

2.3.2. List of Constructs elicited by the Respondents

Table 4.1 presents the list of constructs elicited by the respondents.

- (1) 'Voluntary participation / Involuntary participation' - refers to the nature of students' participation: whether they took part in the activities on their own initiative or were asked to do so by their teachers.
- (2) 'Rendered solely by the guidance teachers / Conducted jointly with other teachers' - refers to the nature of teachers' participation: whether the guidance activities were conducted solely by the guidance teachers or jointly with other teachers.
- (3) 'Individual work / Group work' - 'individual work' refers to guidance activities offered to individual students, while 'group work' refers to group guidance programmes.
- (4) 'Direct services to students / Indirect services' - 'direct services' means guidance activities offered directly to students, while 'indirect services' refers to activities arranged for other teachers as a means of strengthening student guidance services.

The rating of elements by each respondent and the descriptions are provided in Appendix A1 Tables A1 to A4. Following is a summary of the responses to the constructs elicited.

(A) *Individual case work: teacher referral* was viewed as a form of direct service offered to individual students whose participation was highly involuntary. Respondents' views were divided on whether the service was solely conducted by guidance teachers or jointly with other teachers.

(B) *Individual case work: student self referral* was also seen as direct service to

individual students. The service, however, was regarded as offered solely by guidance teachers and student participation was highly voluntary.

(C) *Collaborative work with teachers* was viewed as indirect service requiring teachers to work jointly in groups. As this service referred to teachers rather than to students, the construct 'voluntary versus involuntary participation', which referred to students, was not applicable.

(D) *Developmental group work: student participation required by teachers* was seen as a form of group work and direct service to students. Student participation was highly involuntary. More respondents (3 out of 5) saw this service as requiring guidance teachers working jointly with other teachers.

(E) *Developmental group work: student participation voluntary* was seen as a direct service, a form of group work, dependent on students' initiative for participation. More respondents (3 out of 5) rated this service as conducted solely by guidance teachers.

(F) *Organizing staff development* and (G) *Meetings and case conferences* were viewed as requiring many teachers to work jointly with guidance teachers. The construct 'voluntary versus involuntary participation', which referred to students, was not applicable. Further, the constructs 'direct services versus indirect services' were less indicative, since only three respondents gave their views.

**Table 4.2 Rating of Elements According to the Construct
'Remedial versus Preventive'**

Respondents	Indicators							
	A	B	C	D	E	F	G	
1	1	1	4	3	5	5	4	
2	2	3	5	4	5	-	-	
3	1	1	4	4	4	3	4	
4	2	3	4	3	4	5	3	
5	1	4	5	4	5	5	4	
6	1	2	4	5	5	5	4	
7	1	3	3	5	4	5	5	
8	2	4	1	2	4	4	2	
9	2	2	3	2	4	4	2	
N=9	Mean	1.44	2.55	3.66	3.56	4.5	4.5	3.5
	Median	1	3	4	4	4	5	4

Note:

- A Individual case work: teacher referral
- B Individual case work: student self referral
- C Collaborative work with teachers
- D Developmental group work: student participation required by teachers
- E Developmental group work: student participation voluntary
- F Organizing staff development
- G Regular meetings and case conferences with other teachers
- 1 'highly remedial' and 5 'highly preventive'

2.3.3. Provided Constructs 'Remedial' versus 'Preventive'

Table 4.2 presents the rating by each respondent, on the 5 point scale, of the provided constructs 'remedial' versus 'preventive' , 1 being 'highly remedial' and 5 being 'highly preventive'.

- (1) All respondents were consistent in seeing (A) *Individual case work: teacher referral* as highly remedial work.

- (2) More respondents rated (B) *Individual case work: student self referral* as more remedial than preventive. Those who rated this element as more preventive indicated that students who took the initiative to see the guidance teachers might not have severe problems. They might have some concerns about their development, and talking to teachers might prevent actual problems from arising.
- (3) Most respondents rated (C) *Collaborative work with teachers* as more preventive than remedial. The respondent who rated it as very remedial indicated that collaborative work usually occurred in dealing with students' problems.
- (4) Five respondents rated (D) *Developmental group work: student participation required by teachers* as more preventive. Those who rated (D) as more remedial than preventive indicated that students with problems were required to take part in group programmes.
- (5) Both (E) *Developmental group work: student participation voluntary* and (F) *Organizing staff development* were rated as highly preventive.
- (6) Five out of 8 respondents rated (G) *Meetings and case conferences* as more preventive. Those who saw these services as more remedial suggested that meetings and case conferences were conducted to deal with students' problems.

2.3.4. Perception of 'Remedial Work' and 'Preventive Work'

The majority of respondents (8 out of 9) considered remedial work as a service rendered after students' problems had occurred. Such problems might be learning problems, relationship problems, family problems, disruptive behaviours in school possibly leading to suspension, or emotional problems. Five out of nine respondents indicated that teachers were required to take the initiative to deal with problems. Four suggested that corrective work or counselling services were needed.

On the other hand, five out of nine respondents indicated that preventive work is more proactive, educational, a service rendered to meet the developmental needs of the students, such as the need for personal identity, achievement,

interpersonal skills and values. It was also suggested that preventive work anticipated the occurrence of adjustment problems. It was more likely to be delivered in the form of group programmes or mass programmes at the school level for all students. This preventive work was seen to centre on the teaching of life skills and social skills. Two respondents felt that participation in preventive programmes was usually voluntary. Further, modification of group programmes and their integration into the school curriculum as preventive work was indicated by two respondents, while one suggested that the collaboration of teachers should be required.

2.4. Summary of Findings and Implications

The present study, using the Repertory Grid to elicit views on the nature of guidance services, indicates that a majority of the educational psychologists and educational counsellors interviewed perceived individual case work as more remedial and developmental group work as more preventive. The participation of the students, whether voluntary or required, was also seen to have implications. Students who are required to receive guidance from the teachers or to take part in developmental group programmes are seen to have some problems and thus the services rendered are seen to be more remedial. Collaborative work with other teachers was viewed as an indirect service and more preventive in nature. The service, whether seen as close to remedial work or to preventive work, was viewed as dependent on the purpose of the collaboration. Meetings involving collaboration with other teachers might be either remedial or preventive, depending on the agenda. The involvement of guidance teachers in organizing staff development was viewed as solely preventive work, while case conferences were by nature remedial. As these professionals worked closely with guidance teachers and were involved in helping schools to implement guidance services (Education Department, 1986), the constructs they held on these activities formed the basis for the construction of the questionnaire for Stage Two of this Preliminary Study.

3. STAGE 2: EXPLORATORY STUDY OF GUIDANCE WORK IN SECONDARY SCHOOLS

3.1. Aims

This part of the Preliminary Study aimed to answer the following questions:

1. What types of guidance work are undertaken by guidance teachers?
2. What emphasis does the guidance teacher give to different types of work, as indicated by the time allocated to the actual work and the priority assigned to it?
3. Is the focus of guidance work more remedial or preventive in nature?

The findings obtained were then used to identify schools with different guidance approaches, from which to draw the sample of students and teachers for the Main Study.

3.2. Method

For the purpose of identifying schools with different guidance focuses, a survey questionnaire was considered as a more appropriate method for this preliminary study, as being both more economical and capable of covering a larger number of schools than individual interviews. The Survey Questionnaire (Appendix A2) was designed on the basis of the data obtained in Stage One. It was to be filled in by teachers in charge of the school guidance team, as they had the most information about their guidance system and approach. The questionnaire consisted of two sections. Section 1 asked respondents to provide information on the school: curriculum, language stream, gender of students, mode of financing, and banding. Section 2 asked about the provision of guidance services, based on the indicators listed in STAGE ONE, namely, the time allocated to actual guidance work, and the priority assigned to it. The questionnaire was piloted with five guidance teachers and amended accordingly. The amended version was distributed to the schools in April 1992 via student teachers attending the Postgraduate Certificate in Education at the Faculty of Education, University of Hong Kong.

Table 4.3 Characteristics of Schools

Language stream	Chinese	= 2
	Anglo-Chinese	= 29
Curriculum	Grammar	= 28
	Prevocational	= 2
	Technical	= 1
Mode of funding	Government	= 2
	Aided	= 25
	Private	= 4
Gender	Boys' Schools	= 1
	Girls' Schools	= 7
	Co-educational	= 23

Table 4.4 Mean Banding of Schools

	Mean Banding	Number
Top Band	1	4
	1.5	6
	2	3
Middle Band	2.5	1
	3	7
Low Band	4	4
	4.5	4
	5	2
Total		31

3.3. Sample

Thirty two questionnaires were returned, but one school reported that there was no guidance team, and so was excluded from the sample. Table 4.3 presents the characteristics of the schools sampled. The distribution of the sample by language stream, curriculum and mode of funding was in general similar to that of the school population (Appendix C1 Tables C1 to C3), though the present sample had a slightly higher percentage of Anglo-Chinese grammar schools.

The schools were further classified according to the banding of students,

i.e. top, middle, and low band schools. In the case of schools which had an intake of students across two or three bands, the mean banding was calculated. Table 4.4 provides the mean banding of the schools.

Table 4.5 Types of Group Programmes

Type of Group Programmes	Number of Schools
Peer Counselling	17
Peer Tutoring	20
Study Skills	22
Social Skills	20
Life Skills	14
Growth Groups	17
Orientation	5
Leadership Training	3
Family Education	1
Health Education	1
Respondent Selection	1
Parents' Day	5
Mass Programmes	2

3.4.1. Types of Guidance Work Undertaken

All guidance teachers reported handling cases referred from other teachers, the number of cases ranging from 1 to 70. A majority (26 schools) reported handling cases initiated by students, ranging from 2 to 40 cases. A majority (26 schools) reported having organized developmental group programmes, with 2 to 15 programmes held. Table 4.5 presents the types of Developmental Group Programmes organized.

The nature of student participation in these group programmes varied. In some schools, student participation was voluntary, while in others student attendance in such programmes was required.

A majority (27 schools) reported that the guidance teams worked collaboratively with other teachers. Three schools indicated that no collaboration of

any kind was undertaken by the guidance team, and one school provided no data. Overall, areas of collaboration were in case work, followed by planning form periods, group programmes, and class periods (Table 4.6).

**Table 4.6 Collaborative Work with Other Teachers:
Percentage of Schools**

Band	Form period	Class period	Case work	Group programme
Top N=12	75%	25%	75%	33%
Middle N=8	62%	25%	75%	33%
Low N=10	50%	30%	80%	40%
Total N=30	63%	26%	76%	46%

3.4.2. Proportion of Time Spent in Guidance Work

As set out in Table 4.7, differences were found in the amount of time spent in various types of work. Guidance teachers spent a comparatively larger proportion of time in handling referred cases, followed by organizing group programmes. However, the time spent in dealing with cases initiated by students was relatively low, and was just slightly more than the time used in contacting outside professionals and agencies.

Top, middle and low band schools differed in the proportion of time spent in case work referred by other teachers (CWR) and case work initiated by students (CWI). Low band schools spent a greater amount of time in handling case work referred in comparison with middle and low band schools (CWR: Mean - Top Band=1.88 vs. Middle Band=2.06 vs. Low Band=2.68). A contrasting pattern is noted in the time allocated to dealing with cases initiated by students (CWI: Mean - Top Band=1.12 vs. Middle Band=0.75 vs. Low Band=0.57).

Table 4.7 Mean Proportion of Time Spent in Guidance Work

	CWR	CWI	DGP	COL	MET	ADM	PRO
Top							
Band	1.88	1.12	2.12	1.08	1.46	0.94	0.77
N= 13							
Middle							
Band	2.06	0.75	2	1.06	2.13	1.31	0.56
N= 8							
Low							
Band	2.68	0.57	1.82	0.8	1.7	1.03	0.93
N= 9							
Total	2.17	0.85	1.99	0.99	1.71	1.05	0.76
N= 30							

Note:

- CWR Case work referred by other teachers
- CWI Case work initiated by students
- DGP Developmental group programmes
- COL Collaborative work with other teachers
- MET Meetings and case conferences
- ADM Administrative work
- PRO Contacting outside agencies and professionals

The scores are the mean rating: the smaller the score, the less the time spent.

3.4.3. Priority Assigned by Schools to Types of Guidance Activities

As indicated in Table 4.8, guidance teachers assigned a higher priority to handling cases referred by other teachers, followed by cases initiated by students, and organizing group programmes.

Low Band schools assigned higher priority to case work referred and case work initiated by students, while a lower priority was given to organizing group programmes with either voluntary or required participation. A similar trend is noted in the priority assigned by Top Band and Middle Band schools, though both assigned a slightly higher priority to organizing group programmes than to case work initiated by students.

Table 4.8 Mean Priority Assigned by Schools to Guidance Activities

	CWR	CWI	DGR	DGV	COL
Top Band N= 13	1.54	2	1.92	2.54	3
Middle Band N= 8	1.75	2.28	2	2.63	2.75
Low Band N= 10	1.3	1.85	2.67	2.88	3
Total N=31	1.5	2.03	2.11	2.65	2.92

Note:

CWR Individual casework referred by other teachers
CWI Individual casework initiated by student
DGR Group programmes student participation required by teachers
DGV Group programmes student participation voluntary
COL Collaborative work with other teachers
Scores range from 1 ('highest priority') to 5 ('lowest priority').

3.4.4. Focus of Guidance Work

In identifying the school guidance focus, criteria were derived from [i] the amount of time the Guidance Team spent in case work and developmental group programmes (the greater amount of time they spent in case work, the more remedial the nature of guidance work); [ii] the priority they gave to case work and developmental group programmes (the higher the priority assigned to case work, the more remedial the guidance work). This was in line with the findings on the guidance constructs in Stage One of this study, that case work was seen as more remedial, while group programmes were seen as more preventive. Further, handling case work and organizing group programmes were the major guidance activities in the schools.

Hence, schools which allocated a greater proportion of time and assigned a higher priority to case work than to group programmes were considered as mainly

remedial in focus. Schools which indicated that they spent more time in, and gave higher priority to, group programmes were classified as more preventive in focus. Based on these two indicators, the guidance focus in each school was assessed.

Table 4.9 Focus of Guidance Work			
Band	Mainly Preventive	Mainly Remedial	Both Preventive & Remedial
Top	3	5	4
Middle	1	5	2
Low	1	6	2
Total	5	16	8

As illustrated in Table 4.9, five schools were mainly preventive in their focus, as the teams spent a greater amount of time in, and assigned a higher priority to, group programmes. Sixteen schools indicated that they spent more time in case work and gave higher priority to such work. They were thus considered as mainly remedial in guidance focus. Eight other schools were categorized as both preventive and remedial in focus. Under this category, four schools reported spending more time in case work, yet giving a higher priority to group programmes; two schools spent less time in case work but assigned it a higher priority; two schools spent an equal proportion of time in case work and group programmes, but assigned a higher priority to group programmes.

3.5. Discussion

Guidance activities of both a developmental and remedial nature were provided in the schools surveyed. Interviewing students referred by other teachers was the major type of guidance work undertaken by the Guidance Teams, while case work initiated by students was not significant. Organizing developmental group programmes was another important type of guidance work undertaken.

However, collaborative work between guidance teams and other teachers was mainly in the area of case work. Organizing staff development, a guidance activity which is more preventive in nature, was not very common.

Guidance teams spent a comparatively larger proportion of time in handling case work referred, followed by organizing group programmes. Similarly, guidance teachers also assigned a higher priority to handling referrals, followed by student self referrals, and then the organization of group programmes.

Although this preliminary study was an exploratory one, with a relatively small number of schools involved, the findings nevertheless did reveal the general focus and nature of school guidance work in Hong Kong. Though the schools surveyed engaged in both developmental and remedial guidance work, the focus was more remedial in nature, according to the amount of time spent in case work and the priority assigned to it. This was true of the schools across all bands. A strong emphasis on individual case work by the schools probably reflects the policy endorsed by the Hong Kong Education Department (1986), which defined the role of guidance teams mainly as handling case referrals.

The findings suggest while some schools were quite clear in their guidance focus, either preventive or remedial according to the two indicators of time spent and priority assigned, others were not so clear cut. Some schools indicated that they spent more time in case work, and yet they gave a higher priority to preventive work, or vice versa. For the present study, they were classified as 'both preventive and remedial' in focus.

Given this discrepancy, however, the priority assigned by guidance teams as an indicator may not be too precise and clear. Assignment of priority may reflect the aspiration of the guidance team, or their perceived urgency of certain guidance activities, rather than the actual practice in schools.

These findings did have implications for the subsequent sampling of schools for the Main Study. [i] Amount of time spent was used as one of the indicators. [ii] Priority was not used as an indicator, but was replaced by the guidance focus

claimed by the guidance team. This comprised the following: A. only handling case work; B. mainly handling case work with some preventive programmes; C. equal emphasis on preventive programmes and case work; D. mainly organizing preventive programmes with some case work; E. only organizing preventive programmes.

4. CONCLUSION

Preliminary Study One identified the 'preventive' and 'remedial' constructs of various guidance activities. Individual case work and preventive programmes were the main types of guidance work undertaken by school guidance teams. A greater amount of time and a higher priority were given to handling individual cases referred, suggesting that schools tended to focus more on remedial than on preventive work. The findings also indicated that priority assigned by a guidance team did not always reflect the actual practice in schools. Hence, in deciding the guidance focus of the schools sampled in the Main Study, the criteria to be used would be: [i] the amount of time the guidance team spent in guidance work, and [ii] the guidance focus it claimed.

CHAPTER FIVE

PHASE ONE

PRELIMINARY STUDY TWO: EXPLORATORY STUDY OF STUDENTS' CONCERNS, CAUSES AND GUIDANCE

1. INTRODUCTION

In view of the limited research done in pertinent areas, an exploratory study was conducted to obtain, directly from students and teachers, their views on students' concerns, causes of difficulties and guidance services. This chapter presents the research methodology and findings of this preliminary study.

2. METHODS

2.1. Qualitative Approach Using Interviews

As this preliminary study aimed at an in-depth exploration of the views held by students and teachers, a qualitative approach using interviews was considered more appropriate. Interviews provide an access to the knowledge, values, preferences, attitudes and beliefs of respondents (Tuckman, 1972). The interview has flexibility as a technique, and allows probing and clarification (Kerlinger, 1973). Used as an exploratory device, interviews helped to identify variables for the construction of the questionnaires to be used in the next phase of this research.

From among many forms of interview, a semi-structured interview with teachers and students was chosen. A more structured format allowed the researcher to design interview procedures in advance according to the research objectives. An interview schedule was prepared in advance by the researcher (Appendix A3), but some flexibility was allowed in terms of the wording and sequence of the questions. Thus, the interview process was open and informal. The following areas were explored in the interviews.

- (1) The range of concerns and difficulties experienced by junior

secondary students.

- (2) The causes perceived as leading to the difficulties encountered by the students.
- (3) Views on the meaning and purpose of guidance.
- (4) Views on the teachers' role in guidance.
- (5) Views on the effectiveness of guidance services.

The interview questions were piloted with five teachers and five junior secondary students to identify ambiguities or inadequate wording and some adjustments were consequently made. All interviews were conducted by the researcher in the case schools during March and April, 1992. With the consent of the interviewees, the interviews were taped. Each interview lasted about 40 minutes.

2.2. Sample

2.2.1. Case Schools

Two schools judged able to provide a wider perspective of the views of students and teachers were selected for this preliminary study. School A is a co-educational school located in a new town in the urban area. It had been established for four years at the time of the study. Students were mainly of Low Bands (Bands 4 and 5). It had a well established Guidance Team, which mainly adopted a case referral approach. Guidance teachers spent a considerable amount of time guiding students with behavioral and emotional problems, such as truancy, substance abuse, smoking, running away from home, having suicidal thoughts, and attempting suicide. The Discipline Team was rather strict and used punitive measures, such as demerits or suspension, in dealing with students with misbehaviour. The school streamed students according to their level of attainment.

School B is located in a rural area in the New Territories, and has a history of over sixty years. Because of its location, the school had Top Band students (Bands 1 and 2) as well as Low Band students (Band 4 and 5). Students were

streamed according to their academic standard, Top Band students mainly in the 'High Achieving Classes' and Low Band students in the 'Low Achieving Classes'. The school guidance team was well established, and focussed more on preventive work than on case referral. Guidance team teachers were mainly engaged in organizing group programmes for each form level, collaborating with the Moral Education Team teachers in running form and class assemblies. The discipline team had good co-ordination with the guidance team. Overall, the school emphasised positive discipline, reward for good behaviour rather than punishment for misbehaviour.

2.2.2. Teachers and Students Interviewed

In School A, ten teachers were interviewed, including tutors, subject teachers, and teachers with guidance and discipline responsibilities. Eleven students (five girls and six boys) from junior secondary classes (i.e Years 1 to 3) attended the interviews. Five students were in a 'High Achieving Class' and the others were in a 'Low Achieving Class' or remedial classes.

In School B, nine teachers were interviewed, including tutors, subject teachers, and teachers with guidance or discipline responsibilities. Twelve junior secondary (Years 1 to 3) students (six boys and six girls) were interviewed. Six of these students were in a 'High Achieving Class' and the other six in a 'Low Achieving Class'.

2.3. Data Analysis

The interviews were conducted in Cantonese (the Chinese language spoken in Hong Kong) and transcribed in Chinese. After each interview, a contact summary sheet in English (Appendix A4) was used to summarize and focus the major themes which emerged from the interviews (Miles & Huberman, 1994). Common themes and aspects were clustered in a unit, and a coding system was employed. The clusters were then examined to draw out a common theme

(Appendix A 5 gives the coding system).

3. RESULTS OF PRELIMINARY STUDY TWO

3.1. Perception of Students' Concerns and Causes of their Difficulties

3.1.1. Teachers' Perspectives

(1) Learning

Learning was perceived by teachers as the predominant concern and area of difficulties experienced by students. Teachers were of the view that while students from high achieving classes felt pressured to maintain the level of their academic performance, students in low achieving classes and Band 5 students had difficulties in following the instructions given by teachers in class, and they had problems in understanding English.

A number of teachers ascribed the causes of students' difficulties to family problems, particularly in the case of students from families with parents separated or divorced, or of students living with step-parents. They felt that such students became rebellious in order to draw attention to their family problems.

Parents' management, supervision, communication style and support were perceived by teachers as factors affecting students' learning. Parents were seen to be too busy working and to have too little time with their children. Some parents were described as not knowing how to teach their children, having too high expectations, and being over-concerned about academic standards, with little consideration for their children's abilities.

Some teachers saw the causes of learning problems as mainly lying within the students themselves: their lack of motivation or interest in learning, poor memory, poor study skills, poor learning attitudes and lack of goals in studying.

'They are not interested in studying. They just stay in school till they are 15 years old. They only come to school to play, to kill time, to avoid taking up work.'

The poor groundwork laid during primary education, especially in English,

was seen by some teachers as a factor leading to students' learning difficulties.

'Primary schools use Chinese as the medium of teaching. Students don't even know the letters of the English alphabet when they come to secondary school.'

A few teachers suggested that certain factors within the school led to student disaffection with learning, specifically the use of English as the medium of instruction and the curriculum. The secondary school curriculum was seen as too academic, not practical or skills oriented, too remote from real life and unrelated to students' future prospects. This led in turn to a gap between students' actual attainment level and the level expected by the curriculum, giving rise to further learning problems.

'The school curriculum is remote from the reality in which students live. For example, learning about Babylon and Egyptian civilization through English in history lesson. There are too many difficult words, which students have to write during examinations. Students find this too difficult and so they are not interested.'

A few teachers felt that it was the compulsory educational policy, with automatic and even unmerited promotion, that led to students' lack of commitment to study.

(2) Family

Teachers saw students' relationships with parents and problems at home as concerns faced by students. It was felt that parent-child relationship problems existed in all families. Conflicts with parents emerged because of different points of view, students being unable to see things from their parents' perspectives, and parents objecting to dating or buying smart clothes. Parents tended to scold their children rather than talk with them, and so children preferred spending time with friends rather than with their families.

Teachers from School A felt that problems at home, such as the divorce or

separation of parents, were concerns of students who manifested learning and behavioural problems. Teachers from School B, however, found insufficient communication between parents and children as the main concern. Parents who were busy working, or worked outside Hong Kong in China, did not spend sufficient time with their children, to understand them and care for them.

(3) School

Talking in class, failure to observe school rules, lack of respect for teachers such as answering back, were listed as problems manifested by students in low achieving classes.

Students' behavioural problems were seen by teachers as ways of seeking attention, particularly among students from broken homes. Teachers also saw behavioural problems as related to students' disaffection with learning.

'Students do not know what they are doing. They feel they are forced by their parents to study, and so they ventilate their emotions in class.'

(4) Relationships with peers

Teachers perceived peer relationships as a concern for students. They suggested that adolescents valued peer friendship and acceptance, and so might be easily influenced, negatively and positively, by their peers, especially by school "stars". These "stars" might be good students, but in a poor class they might be disruptive students and others might follow them. Some students were led astray through associating outside school with peers from an undesirable background.

Interest in having friends of the opposite sex and dating were felt by teachers as concerns among students in Secondary 2 and 3. Conforming to peer values and peer pressure was seen by teachers as a factor leading to students' eagerness to have boyfriends or girlfriends. They also felt that students with a low academic achievement tended to cultivate friendships with the opposite sex, using this as a means of proving themselves. Mass media, which talked about dating and

romance among adolescents, was seen by teachers as a contributory cause.

(5) Others

Teachers perceived physical appearance, self image and lack of self confidence as concerns of students. Some considered the streaming of students according to their academic standard as a factor affecting students' self confidence.

3.1.2. Students' Perspectives

(1) Learning

Students from high achieving classes were concerned about too much homework and a lack of time for doing it, examination anxiety, and worries about their academic performance. High parent and teacher expectations were among the factors perceived as leading to these concerns, as was competition with peers. Some high achieving students perceived the pressure for academic excellence coming from themselves.

Other high achieving students referred to the curriculum and teachers' teaching style as causes of their concerns. They found lessons too boring and teachers repeating too much in class. Low achieving students, on the other hand, found difficult lessons a cause of their learning problems.

Students from low achieving classes were concerned about their school performance, promotion to a senior form and their future after junior secondary school. These students attributed cause of their difficulties to their own laziness, lack of effort, lack of interest and concentration.

Some students found the causes of their learning problems in the curriculum offered by the school, in their difficulties in understanding the English used in lessons and textbooks, and in the distracting influence of peers, drawing them to play rather than study.

(2) Family

Students mentioned concern about lack of communication with their parents, and a lack of time with them. They found the cause of this concern lying with their parents, considering them stubborn, not understanding of their views, and too busy with their work to have time with them.

During the interviews, students did not explicitly mention parents' marital relationship or family problems as a concern. These, however, can be factors which affect their relationships with their parents.

'I seldom talk to my Dad. I don't know what to say to him. He goes to work. I go to study. Not much relationship. He has long working hours. He works on Saturday and Sunday. My parents are divorced. I stay with my granny during the day, and go back to my Dad at night. I seldom talk to my Mum. She calls sometimes. But she is not at home. I don't want to say much to her' said a secondary 2 student.

(3) School

Relationships with teachers were mentioned by some students as a concern. Some students found teachers not understanding, biased against them, and not having any close relationship with students.

Some students, particularly those from low achieving classes, as well as some students from School A, were concerned about school rules and their difficulties in keeping them. They felt resistant to school, which they found too punitive. Classroom discipline was another concern mentioned. Some felt that talking and playing in class was due to students' difficulties in following lessons.

While some students experienced no personal problem with classroom discipline, they were concerned that the learning atmosphere was disrupted by classmates with discipline problems. Teachers' lax management and classroom control were mentioned as reasons leading to poor classroom discipline.

(4) Peer Relationships

Peer relationships was another concern expressed by the students: having more friends, their own importance in the eyes of their friends, having friends of the opposite sex, not knowing how to relate to boyfriend or girlfriend. Emotional support, sharing and companionship were reasons mentioned for their desire for friendship. Curiosity, peer norms and values, and a sense of peer belonging were reasons given for cultivating friendship with the opposite sex.

(5) Others

Physical appearance and self image were frequently mentioned by students as concerns. They attached importance to wearing fashionable clothes and hair styles, and cited peer influence and fear of peer teasing as causes of these concerns.

This led in turn to financial problems as a concern. They felt they did not have sufficient pocket money to allow them to buy smart and trendy clothes and to go out with friends. Other factors mentioned were mass media, which encourages young people to buy trendy things, and peer influence.

None of the students interviewed mentioned feeling depressed or having suicidal thoughts. Yet two students did mention that some of their friends were depressed and talked of suicide.

3.2. Perception of Guidance

3.2.1. Meaning and Purpose of Guidance: Teachers' Perspectives

Guidance was perceived by some teachers as a form of teacher care and concern, helping students to grow and building better teacher-student relationships. The purpose of guidance was to support and encourage students, to help them ventilate their feelings, though not necessarily solve their problems. Guidance was seen as preventive, 'seeping through' everyday contact with students rather than applied as a remedy after students' problems emerged.

A few teachers saw guidance as a part of the educational work of teachers, in the form of personal, values and social education.

'Directing students to have proper values in life, to develop appropriate attitudes and self confidence.'

'Giving students a healthy and appropriate dimension of thinking.'

Others saw guidance as a way of helping students towards better adjustment in learning, peer relationships, relationships with parents - a means of helping students deal with problems. Problems faced by students were common developmental problems and teachers were there to 'listen to students' problems', 'offer suggestions and venues' to help students solve these problems.

Still others felt that guidance was for students with learning and behavioural problems, thus 'when barriers to learning are removed, then behavioral problems will disappear.'

Some teachers saw guidance as a means to discipline and control students' behaviour. The purpose of guidance was therefore to prevent deterioration in students' behaviour, to help them keep school rules, thus developing appropriate student behaviour inside and outside school.

3.2.2. Meaning and Purpose of Guidance: Students' Perspectives

The personal, social and educational function of guidance was not highlighted very much by students. They tended to see guidance as a means of helping students to deal with their problems, whether personal, learning or relationship problems.

Students expected teachers to 'guide them, showing them how to face problems', 'explain to them what is right, what is wrong, and teach them'. Whether the problems could be solved or not, they would 'feel better' after talking to teachers. Yet others saw guidance as help given by their guidance teachers, who analysed their problems with them, and explained to them ways of solving problems. Thus, students perceived guidance as more problem-oriented than

developmental.

Some students, however, saw guidance as something to do with learning and psychological problems, and for students not psychologically balanced. Its purpose was to 'help students to be more normal', and 'not to be so upset as to think of suicide'. A number of students perceived guidance as a mean of correcting students' behavioural problems: 'Guidance is like a correctional institution, to correct young people, to help them to move back to the right track'.

3.3. Perception of the Role of Teachers in Guidance

3.3.1. Teachers' Role in Guidance: Teachers' Perspectives

A few teachers saw that, apart from imparting knowledge to students, they had a role in guiding them in their personal growth. Individual guidance of students was seen as a way for teachers to express their care for students, whether students experienced problems or not.

Teachers also saw that they had a role to play in identifying students with problems, by attending to changes in them. When they noticed that students had problems, teachers had a role in contacting them, listening to their problems. Such contact provided students with a venue to ventilate their feelings, and gave teachers a channel through which to teach students alternative ways of seeing things.

While some felt that teachers should initiate such contact with students, others felt that cultivating a trusting relationship with students was necessary, in order to break down barriers between teachers and students. Students would then approach teachers when they encountered problems.

Some felt that all teachers should undertake a listening role and be involved in guidance. Others felt that tutors had a more important role to play than guidance teachers. They knew the students better and could understand their concerns better. Still others felt that guidance should be provided by teachers with training and experience.

While some teachers stressed guidance on one level, emphasising the

guidance role of all teachers, or of tutors, or of teachers with special training and experience, others suggested that guidance for students could be implemented at two levels. On a first level, all teachers should be involved in guiding students in school work, peer relationship problems. Teachers also had a role to play in guiding students through small group discussion during class periods. On a second level, guidance teachers should deal with problems which needed more in-depth guidance, such as family problems, or engage in organizing group programmes.

Not all teachers, however, were positive about the effectiveness of individual guidance. Some were ambivalent, feeling the constraints of time for guidance work, heavy teaching loads, and a lack of training in guidance skills.

3.3.2. Teachers' Role in Guidance: Students' Perspectives

The students interviewed referred to the care and concern shown by teachers as crucial in leading them to seek help from teachers. They preferred teachers to take the initiative in approaching them, to ask them if there was anything bothering them, anything they did not understand in class, and to listen to their feelings. They saw teacher-student relationships as an important element, though some admitted that they themselves did not have a very close relationship with teachers.

'There is a gap between teachers and students. Teachers are authoritative, either punish or scold students..... There should be a change in this traditional teacher-student relationship.'

Some students were positive about seeking help from teachers, especially the tutors, who know them better.

With reference to what a teacher could do in helping students, some students found teachers sharing their own personal experience with them as helpful. A number of students suggested that teachers could make use of the class period to analyse students' concerns with them, but others were not so positive about the usefulness of the class period. They felt it was difficult to talk about their problems

in class, and that some teachers only used the class period to scold students.

Some students were quite negative about the role of teachers in helping them deal with their difficulties. They felt that there was not much a teacher could do, because of generation, communication, and interest gaps. A student remarked:

'I don't think a teacher could help much. We belong to "different classes". Students belong to the classroom, the playground. Teachers belong to the staff room. We do not mix with each other'.

3.4. Perception of Means of Improving Guidance Services

3.4.1. Means of Improvement: Teachers' Perspectives

Teachers presented the following suggestions for school improvement of guidance services.

(1) Involvement of all teachers

School should give a higher priority to guidance work, stress its importance to all teaching staff, and allocate more time to teachers for guidance work.

'If the school only relies on the guidance and discipline teams to do the work of guidance, it's not very effective. They are just a few, and they may not know the student's background. Tutors know the students better. They are the front line workers. School should see how to make use of the tutors in guidance work.'

Such a view, however, was not shared by all teachers. Some were concerned that the role of tutors might conflict with that of guidance.

(2) Focus of services

Individual guidance and group programmes were seen as two different approaches to guidance. Some teachers found individual guidance time consuming, and yet were unsure of the effectiveness of case referral to the guidance team, as they felt guidance teachers might not know the background of individual students referred. However, some took a different view, feeling that guidance teachers

should focus on handling cases referred, while ordinary teachers (subject teachers and tutors) should act as a support to the guidance teachers.

A number of teachers proposed a more preventive focus in school guidance work. This could be done through group programmes, which were seen to have a more preventive and developmental function, forming students in proper values and concepts in life, helping them to attain more self confidence, thus reducing their unruly behaviour.

Some teachers felt that, while preventive programmes like sex education might benefit all students, individual guidance was still needed when students encountered problems.

One teacher stressed the importance of school in changing students' perception of guidance. Students would not be positive about accepting guidance services if they saw guidance only as something for abnormal students.

Some suggested that guidance services, apart from helping students, should also be directed towards work with parents, helping them, for example, to communicate with students.

(3) Strengthening values and moral education

Teachers suggested strengthening values and moral education as a way of making guidance services more effective. This would include personal and developmental concerns, as well as social issues. Through discussion and the presentation of different points of view during talks, assemblies and class periods, students could be trained to be more reflective.

(4) Co-ordination and collaboration

Elements cited as important in the improvement of guidance services were: a clear objective in guidance work; well structured activities; good co-ordination among the school's functional teams and between guidance teachers and ordinary teachers (subject teachers and tutors); a venue for teachers to discuss the school's

guidance approach and strategies; and the support of the school principal. Some teachers felt that a single committee, comprising both discipline and guidance teachers, might better help to improve co-ordination.

(5) Training

School could organize courses on guidance skills for all teachers and arrange seminars to facilitate sharing among them on guidance. The guidance team teachers could support other teachers by providing resources and materials in guidance.

(6) Workload

Lessening teachers' workload, especially clerical duties, was perceived by teachers as a way of allowing them more time for guidance.

(7) Improving teacher-student relationships

Promoting a harmonious teacher-student relationship was perceived as a significant factor in enhancing guidance services.

3.4.2. Means of Improvement: Students' Perspectives

Not all students were able to express their views about improvement of guidance services. This was particularly true for Secondary 1 students, who belong to a younger age group. Students presented the following suggestions.

(1) Teachers' initiative in approaching students

While many students would not approach teachers on their own, they might talk about their concerns if their teachers were to approach them. Some were not aware whom they could approach for help at school and they felt that school should do more promotion of guidance work.

(2) Improving teacher-student relationships

Apart from suggesting improving teacher-student relationships, some referred to improvement in their teachers' management style and in the school rules. Teachers should be less strict, less pressuring, more understanding. They should guide rather than merely punish. A lessening in the demands of homework and class work would give teachers and students more time to talk to each other.

(3) More class periods

Students proposed having more class periods to allow group discussions and activities on issues like communication with parents.

(4) More talks and activities.

Talks at form assemblies, tuition groups after school and extra-curricular activities would help students to improve their studies, to make more friends and enlarge their social circle.

Some students were quite negative about what school could do to help and guide students. It was not possible for teachers to talk to all students, and students were not willing to share their concerns with their teachers, much less speak of them in a group.

3.5. Summary of Findings

Appendix A6 provides a summary of key findings. A comparison of students' and teachers' perspectives is presented in this section.

(1) Teachers and students identified a range of concerns which might be experienced by junior secondary students. These concerns were mainly in the areas of learning, relationships with parents, relationships with peers, relationships with teachers, behaviour in school, physical appearance and self image.

(2) The learning concerns perceived by teachers and students were similar, but their perception of the causes leading to these concerns varied. Achieving a better

grade, poor academic performance, worries about tests and promotion, difficulties in following lessons and keeping up with homework, were some of the study concerns perceived. Teachers tended to see the pressure coming from the high expectation of parents. Students, on the other hand, saw the pressure coming from themselves, from tense competition among classmates, and from the high expectations of both parents and teachers. They also referred to the teaching style and the content of lessons, which were not challenging enough for them.

Teachers tended to attribute the causes of students' learning problems either to family related factors or to student related factors. Among family related factors, they suggested parental management and supervision, and parents' marital problems. Among student related factors, they suggested poor groundwork in primary school, poor memory, poor study skills, poor learning attitudes, lack of motivation. Only a few teachers referred to school related factors, such as an inappropriate curriculum, or the use of English as the medium of teaching. Students, on the other hand, did not stress the family very much as a factor leading to learning problems, but ascribed the causes either to themselves or to school related factors. Personal factors included lack of interest, lack of concentration, lack of effort. School related factors included difficulty in following lessons in English, difficulty in comprehending text books which were beyond their level, and teachers' teaching strategies.

(3) Both students and teachers perceived relationships with parents as a concern experienced by students. Areas of concern included communication barriers between parents and children, parents spending insufficient time with their children, and conflicts with parents. Both identified parents' busy working life as a factor leading to insufficient communication. Differences in the values and viewpoints held by parents and children were seen as causes of conflicts at home. Teachers, on the other hand, tended to stress problems within the home, particularly the parents' marital relationship, as a matter of concern for students. Such a concern, however, was not mentioned explicitly by students. This issue may

have been far too sensitive for students to reveal explicitly to a researcher who was a stranger to them.

(4) Students referred to poor relationships with teachers, school rules and poor classroom discipline as a concern, and attributed the cause to the attitudes of teachers and their classroom management. Teachers on the other hand, saw students' classroom discipline and behavioural problems as students' main concerns, and they attributed the causes of such problems to the students themselves or to the family. None of the teachers interviewed perceived such problems as related to their own classroom management.

(5) In the area of peer relationships, both teachers and students perceived the need for friendship and peer acceptance as the range of students' concerns. The adolescent's need for companionship was seen as a reason for students seeking to make more friends. While students referred to conflicts with peers and peer teasing as concerns, teachers referred to peer influence, especially the negative effect of such influence, on students' behaviour and learning. Both teachers and students perceived interest in having friends of the opposite sex as a concern and saw peer conformity and pressure as contributory cause. Teachers, in addition, attributed cause to mass media influence, and students' lack of achievement in learning.

(6) Most students referred to their physical appearance and self image as an important concern, and cited peer pressure and peer teasing as causes. Finance was another concern expressed by these students. Teachers, on the other hand, pointed to a lack of self confidence in students.

(7) Both students and teachers perceived guidance as [i] a form of teacher care and concern for students; [ii] a form of personal, social and values education; [iii] a way to help students solve problems; [iv] a means to discipline and control students' behaviour. The purpose of guidance was seen to be educational, developmental, preventive, and remedial. Teachers' views of guidance were more comprehensive, covering all the four elements mentioned above. Students, however, tended to see guidance as a way to help them solve their problems, or a

means to correct students' behaviour. They stressed the educational, preventive and developmental elements of guidance no less than did the teachers, seeing the purpose of guidance more as problem solving. Some students had a quite negative image of guidance, seeing it as meant for abnormal and psychologically unbalanced students, and as having a rehabilitative purpose. Further, students saw guidance as a way to control and discipline students. This corresponded with the views of some teachers, who stressed the control function of guidance. It also reflects, to a certain extent, the actual practice of guidance in one of the schools in this study, where guidance was mainly concerned with dealing with students with behavioural and emotional problems.

(8) Both teachers and students saw teachers having a role in guiding students and helping them to deal with their problems. Teachers saw their role as caring, supporting and encouraging students through individual contact with them. Students also saw such contact as important, a way of showing that teachers cared for them. Teachers were more concerned about who should undertake the work of guidance in school and their views varied. While some believed that all teachers in the school should be involved, others felt that it was better for tutors and guidance teachers with training to undertake such work. For students, the teachers' relationship with them was significant in determining whether they would approach them for help. Lack of time, heavy workload and a lack of training were constraints and areas of ambivalence expressed by teachers regarding individual guidance.

(9) In considering ways in which school could improve guidance services, teachers and students varied in their emphases. Teachers tended to focus on issues which related to the management of guidance services, while students referred to issues which were more related to the types of services rendered. Thus teachers looked, for example, at the organization of the guidance service, its focus and nature, teachers' workload, training, and involvement in delivering such services. Students, on the other hand, referred to such issues as more class periods, teachers

initiating individual guidance with students, more talks and activities.

4. PRELIMINARY STUDY TWO: CONCLUSION

The findings from Preliminary Study Two identified the views held by teachers and students on the types of concern experienced by students, and the causes which might lead to these concerns. These findings helped identify the beliefs held by students and teachers, and suggested salient variables for the subsequent construction of the questionnaires for the Main Study. Derived from an exploratory study using a qualitative approach, these findings were to supplement data obtained through survey research. Thus, this preliminary study also served the purpose of triangulation in the data gathering process.

CHAPTER SIX

RESEARCH METHODOLOGY

1. INTRODUCTION

Phase One of the research, the two Preliminary Studies, provided information on the guidance focus adopted in Hong Kong schools, and qualitative data on the views of students and teachers. These findings served as a preparation for Phase Two of the research, the Main Study, which aimed to investigate the match or mismatch in students' and teachers' perception of student concerns, their causal explanation of students' difficulties, their views on student adjustment and on guidance.

This chapter presents the research methodology of the Main Study, which was carried out in two Parts, one quantitative and the other qualitative. The Chapter is presented in two Sections after this *Introduction*. Section Two addresses the methodology of the Main Study, Part One, which adopted a quantitative approach. Section Three describes the methodology of the Main Study, Part Two, which employed a qualitative approach to explore the shared views of students and teachers on student adjustment.

2. MAIN STUDY (PART ONE): SURVEY OF STUDENTS' AND TEACHERS' PERCEPTIONS

2.1. Instruments

2.1.1. Design of the Questionnaires

Part One of the Main Study was conducted through a Survey Questionnaire. This questionnaire aimed at eliciting the views of students and teachers on:

- (1) the types of concerns and difficulties experienced by students;
- (2) the perceived causes leading to these difficulties;

- (3) the meaning of guidance, the role of teachers in guidance, their evaluation of guidance activities and school improvement.

There are already a number of commercially available instruments designed to discover the patterns of concerns or worries experienced by students. Examples include the Mooney Problem Checklist (Mooney & Gordon, 1950); the Lewis Counselling Inventory (Lewis & Pumfrey, 1978); the Porteous Problem Checklist (Porteous, 1985b); Things I Worry About Scale (Millar et al., 1993). These instruments, however, were based on samples of American, English and Irish adolescents, and are in English. They may therefore not be immediately appropriate for Hong Kong Chinese adolescents, whose language, cultural and social backgrounds are different.

For the purposes of this Study, reference was made to the Hong Kong Adjustment Scale for Junior Form Students, a checklist containing 100 items for identifying adjustment difficulties of Hong Kong students (Hok Kaau Tuan, 1985). The checklist covers five areas: personal appearance, psychological wellbeing, family, school relationships, and peer relationships. It is claimed that the Scale possesses high validity and reliability ($\alpha = 0.923$). Developed in 1984 and focussing mainly on types of concerns and adjustment difficulties experienced by students at that time, the Scale was not fully appropriate for adoption without amendment for the present study.

For area (2), an investigation into the perceived causes leading to difficulties in adjustment, no instruments were available at the time of the research.

Area (3) aimed to investigate the views of teachers and students on school guidance services. A local research investigating the perceptions which secondary school students have of guidance services was pertinent to this topic (Ko & Wong, 1990). However, this research focussed mainly on students' perceptions of and expectations towards guidance teachers and school social workers rather than teachers in general. No research has been conducted to investigate the perception

which students and teachers have of the meaning of guidance.

In view of the limited amount of research done in pertinent areas, a preliminary study (Preliminary Study Two) was conducted for the generic purpose of facilitating the construction of the questionnaires. The data collected from this preliminary study was analysed qualitatively and used for the development of the Survey Questionnaire for the Main Study (Chapter 5).

2.1.2. Contents of the Questionnaires

This research aimed to investigate and compare the views of students and teachers in general on concerns experienced by most junior secondary students, the perceived causes of these difficulties, and their views on school guidance. Two questionnaires were designed for this purpose, one for students and one for teachers.

(1) *Questionnaire on Most Students' Concerns (MSQ)* investigated the views which students held about the concerns and difficulties of **most junior secondary students**, the perceived causes of students' difficulties, and their views on school guidance.

(2) *General Teachers' Questionnaire (GTQ)* investigated the views which **teachers in general** held about the kinds of concerns and difficulties experienced by **most junior secondary students**, the perceived causes of these difficulties, and their views on school guidance.

To further the investigation into the match or mismatch in views between students and teachers, a further two questionnaires were designed, comparing the views of students and their tutors on **students' personal concerns** and the perceived causes of personal difficulties.

(3) *Personal Concerns Questionnaire (PCQ)* investigated the perception which students had of their **personal** concerns, and the causes of these difficulties.

(4) *Tutors' Questionnaire (TUQ)* investigated the perception which **tutors**

had of the kinds of concerns and difficulties experienced by students in their own class, and the causes of these difficulties. In addition, their views on school guidance were also tapped.

Table 6.1 Format and Content of the Questionnaires

<i>MSQ</i>	<i>GTQ</i>	<i>PCQ</i>	<i>TUQ</i>
Section One			
Personal Particulars	Personal Particulars	Personal Particulars	Personal Particulars
Section Two			
Students' Concerns (40 items)	Students' Concerns (40 items)	Personal Concerns (40 items)	Students' Personal Concerns (40 items)
Causes (29 items)	Causes (29 items)	Causes (30 items)	Causes (29 items)
Section Three			
Meaning of Guidance (7 items)	Meaning of Guidance (9 items)	N.A.	Meaning of Guidance (9 items)
Helpfulness of Guidance (7 items)	Helpfulness of Guidance (7 items)	N.A.	Helpfulness of Guidance (7 items)
Guidance roles of teachers (7 items)	Guidance roles of teachers (7 items)	N.A.	Guidance roles of teachers (7 items)
School improvement of guidance (7 items)	School improvement of guidance (15 items)	N.A.	School improvement of guidance (15 items)

Hence, four questionnaires in all were designed, as set out in Table 6.1. To facilitate cross comparison of students' and teachers' views, the individual items of the four questionnaires were almost identical, with some variation in language in the questionnaires for students. There were also the following variations:

- (1) In *PCQ* Section Two, an additional item (i.e. Item 30 *Teachers are biased against me*) was included as a cause of students' personal concerns.
- (2) In *MSQ*, Section Three: **Meaning of Guidance** consists of 7 items,

as does **School Improvement of Guidance**. In both *TUQ* and *GTQ*, the former consists of 9 items and the latter of 15 items. The additional items for teachers are mainly due to the data obtained from Preliminary Study Two, which indicated that teachers have broader views than students in these two areas.

The four questionnaires were in Chinese. They were piloted and subsequently some amendments were made to the wording. The versions given in Appendix B are a literal English translation of the amended questionnaires.

In the construction of the questionnaires, the Likert five point Scale on degrees of agreement was used. Respondents were asked to indicate their views along the five point scale: [1] Strongly Agree, [2] Agree, [3] Undecided, [4] Disagree, or [5] Strongly Disagree. On items pertaining to helpfulness of guidance activities, respondents were to asked to rate [1] Very helpful, [2] Helpful, [3] Undecided, [4] Not too helpful, [5] Not helpful at all.

2.2. Sampling

2.2.1. Criteria for Sampling Schools

In accordance with the aims of the study, the participants were drawn from secondary schools. Statistics provided by the Education Department in 1992 indicated that there were 455 secondary schools in Hong Kong (Education Department, 1992a). This study did not adopt a random sampling procedure, but followed instead a specific set of criteria. School banding and school guidance focus were the first two criteria, as this study aimed among other things to identify the association of banding and guidance focus with students' and teachers' perceptions. However, in order to draw a sample which was more representative of the school population, other criteria were employed: the school's mode of financial support, language stream and curriculum, gender, and catchment areas. These are presented below.

(1) School banding

In this study, students and teachers were sampled from schools with mainly Band 1 and 2 students (Top Band schools), and schools with Band 4 and 5 students (Low Band schools). As the research was interested in investigating the views of students and teachers from Top and Low Band schools, schools with mainly Band 3 students were excluded as not providing sufficient differentiation.

(2) Focus of guidance work

To explore the association of the school's guidance focus with perception, students and teachers were selected from schools with a more preventive guidance focus (i.e. schools which have a solely preventive focus, or both preventive and remedial focus), and schools with a solely remedial focus. Criteria for deciding this focus were based on the findings of Preliminary Study One.

(3) Mode of financial support

The majority of secondary schools in Hong Kong are subvented by the Government, while a few are run by the Hong Kong Government Education Department, and a few others are self-financed. Appendix C1 Table C1 shows the number of secondary day schools distributed in these three sectors in 1992. The present samples included students and teachers from subsidized, government and self-financed schools.

(4) Language stream and curriculum

During the period of this research, the majority of secondary schools were Anglo-Chinese grammar schools, using English as the medium of instruction in class (Appendix C Tables C2, C3). This means that the textbooks used in class are in English, as are the examinations. The language of teaching in class may vary, some schools using Cantonese as the language of classroom teaching though the textbooks are in English. As well as using English textbooks, some schools may

use English for classroom teaching. For the present study, students and teachers were sampled from Anglo-Chinese Grammar schools.

(5) Gender

The samples examined were from boys' schools, girls' schools, and co-educational schools.

(6) Catchment area

The samples were drawn from schools on Hong Kong Island, in the Kowloon area, and in the New Territories.

In choosing schools for sampling, the banding and the school's guidance focus were the most important criteria of selection. This preceded other selection criteria based on the catchment area or the gender of the school.

2.2.2. School Sampling Procedure

Information on the guidance focus and banding of each school was obtained from Preliminary Study One. This information included data on 29 secondary schools. Further data on another 13 schools was obtained via student teachers taking the Master programme in Education at the University of Hong Kong.

School principals and Guidance Team leaders were first contacted by phone and asked about the possibility of conducting research in their schools. This initial contact was followed up by a formal letter (Appendix C2). In schools which agreed to take part in the Study, the guidance team teachers were asked to fill in a questionnaire on 'Guidance Work in Hong Kong Secondary Schools.' This questionnaire was used in Preliminary Study One and was revised for the Main Study. The revised version included items on the school's streaming policy, and the focus of guidance which the guidance team claimed to follow (Appendix C3).

2.2.3. School Sample

Following the sampling criteria and procedure stated in 2.2.1. and 2.2.2., the sample of students and teachers was drawn from ten schools. The following five sections describe the sample.

(1) School Banding

Information on banding and streaming was provided by the schools. Five schools had an intake of mainly Band 1 and 2 students (Top Band), and four schools had mainly Band 4 and 5 students (Low Band). One school had students from all five bands (Mixed Band) because of its location in a rural area.

(2) School Guidance Focus

Determination of the school's guidance approach was based on information provided by the teacher in charge of the guidance team in each school, who filled in the questionnaire (Appendix C3). Reference was made by the researcher to the following two indicators in identification of the guidance approach.

[i] The *amount of time* the guidance team spends in casework and developmental group programmes (on a scale of 1 to 10 points). The greater the amount of time which a team spends on case work, the more remedial its guidance work.

[ii] The *guidance focus* which the guidance team claimed they adopted. Schools in which the team claimed that they only handled case work, or mainly handled case work with some preventive programmes, were classified as solely remedial in their focus of guidance work. Schools which claimed they gave equal emphasis to preventive programmes and case work were classified as both preventive and remedial in focus. Schools which claimed they mainly focussed on organizing preventive programmes with some case work, or only on organizing preventive programmes, were classified as solely preventive in focus. The responses of the ten schools on the two indicators are shown in Table 6.2.

With reference to these two indicators, the main guidance focus of each school was identified as follows:

Schools 1, 2, 3 devoted more time to handling preventive work and each claimed its focus was mainly on handling preventive work. Thus these schools were classified as 'Preventive' in their guidance approach.

Schools 4, 5, 6, 7 devoted more time to preventive work, but claimed to give equal emphasis to both preventive and case work, and so were classified as 'Both Preventive and Remedial' in their guidance approach.

Schools 8, 9, 10 all spent more time in handling casework and claimed that as their focus, and were thus identified as 'Mainly Remedial.' Table 6.3 shows the distribution according to the school's banding and guidance focus.

**Table 6.2 School Guidance Approach
According to Proportion of Time Spent
and Guidance Focus Claimed**

School	Time Spent		Focus claimed
	CW	GR	
1	2	4	P
2	1	5	P
3	1	3	P
4	2.5	3.5	B
5	3	4	B
6	3	4	B
7	1.5	2.5	B
8	5	2	R
9	4	2	R
10	3	2	R

Note:

- CW Case work
- GR Developmental / preventive programmes
- P Mainly organizing preventive programmes with some case work, or only organizing preventive programmes
- B Equal emphasis on preventive programmes and case work
- R Only handling case work, or mainly handling case work with some preventive programmes
- Time Spent = the higher the number, the more time spent.

Table 6.3 Type of School according to Banding and Guidance Focus

Banding		Guidance Focus			
		Mainly Preventive	Both Preventive & Remedial		Mainly Remedial
Top N= 5	Band 1	S1	S4	S7	
	Band 2		S5		S10
Mixed N= 1		S2			
Low N= 4	Band 4				S8 S9
	Band 5	S3	S6		
Total		3	4		3

Note

S School

(3) **Streaming**

Two of the ten schools (Schools 1 and 4), with mainly Band 1 students, did not stream students. The eight other schools streamed students according to their academic standard at each form level.

(4) **Type of School according to Gender of Students**

Table 6.4 shows the distribution of schools according to both the gender of students and the school banding. Of the six co-educational schools, three had students from Top Bands, two had students from Low Bands, one had students from both Top and Low Bands. Two single-gender schools had students from Top Bands, and the other 2 had students from Low Bands.

Table 6.4 Type of School according to Gender of Students

	Co-educational	Boys	Girls
Top Band	3	1	1
Mixed Band	1		
Low Band	2	1	1
Total	6	2	2

(5) Location of Schools

Six of the ten schools are located in the urban districts of Hong Kong Island and Kowloon, 3 schools are in the new towns of Tuen Mun and Shatin in the New Territories, and 1 school is in a rural area of the New Territories.

2.2.4. Criteria for Sampling Students

The students sampled were to complete the *Personal Concern Questionnaire (PCQ)* and *Questionnaire on Most Students' Concerns (MSQ)*. The following criteria governed the sampling of students.

(1) Class level

Students were sampled from junior secondary classes (Secondary Years 1, 2, and 3) for the following three reasons:

- [i] Students usually experience more concerns and difficulties in the first three years of secondary schooling. These may be developmental concerns due to the onset of puberty, or adjustment difficulties due to transfer to a new school.
- [ii] Guidance services in secondary schools are usually directed at junior secondary students, to help them towards a better adjustment.
- [iii] Compulsory education is provided for students up to Secondary 3, or age 15. On completion of Secondary 3, students may be allocated to

another school, or they may leave school to take vocational training or to begin working. This is particularly common in schools with Band 5 students. Further, the concerns experienced by students at the senior secondary level are different from those experienced at the junior level.

(2) Streaming of classes

The majority of Hong Kong schools follow a streaming policy. Students are streamed according to their academic standard, using either attainment tests devised by the school itself or the Hong Kong Attainment Test [HAT] devised by the Education Department. Students with a similar academic performance are assigned to one class. Students with a lower academic standard are assigned to a remedial class, where they are offered remedial support in Chinese, English or Mathematics.

To explore the effect of the streaming of students on teachers' and students' perception, the student sample included both students who perform better academically in that class level (i.e. students assigned to high achieving classes) and students who perform less well (i.e. students in low achieving classes).

2.2.5. Criteria for Sampling Teachers

The following criteria were adopted in sampling teachers.

(1) Teachers

The sample of teachers included subject teachers of the students who took part in this study, and teachers with guidance and discipline responsibilities. These teachers were asked to complete the *General Teachers' Questionnaire (GTQ)*.

(2) Tutors

The tutors of the students who took part in this study were teachers with specific pastoral responsibilities towards the students in their class. This included conducting class periods and giving individual guidance. These tutors were asked

to complete the *Tutors' Questionnaire (TUQ)*.

2.2.6. Procedure for Sampling Students and Teachers

The sampling criteria listed in 2.2.4 and 2.2.5 were given to the schools by the researcher in a written letter (Appendix C4), followed by a verbal explanation. Following these criteria, the guidance team teacher in each school selected the students, their tutors and other teachers for the study. This procedure was considered by the schools to be more convenient and less intrusive. As the schools were not able to give the exact number of students and teachers taking part in the survey prior to the distribution, the number of questionnaires allocated to each school was an estimation.

2.3. Administration of Questionnaires

The questionnaires were distributed to the schools by the researcher. The guidance team leader in each school was responsible for arranging the distribution of the questionnaires. The procedure for the administration of the questionnaires was discussed with the guidance team leader by the researcher in person and then confirmed in writing (Appendix C4). A letter explaining the procedure for administering the students' questionnaires was also prepared for each tutor (Appendix C5). This procedure was followed because of constraints of time and resources. It was not possible for the researcher to administer questionnaires herself to sixty classes during class time within the period of research. Further, the schools found this arrangement less disturbing to the school routine. The researcher was aware that this procedure would not allow her to monitor the administration of the questionnaires directly. To offset this disadvantage, all questionnaires were designed to be self administered. Students and teachers were assured of complete anonymity to ensure confidentiality.

All the questionnaires were distributed to the schools during the second week of March and the first week of April 1994. Two schools were to administer

the questionnaire in the third week of March, while the others were to administer it after the second week of April. Students completed their questionnaires individually during class time, while teachers and tutors completed theirs individually at a time convenient to them. All the questionnaires were collected in late April and early May 1994 for data analysis.

2.4. Student Sample

2103 students in the ten schools responded to the *Personal Concerns Questionnaire (PCQ)*. The same group of students were asked to complete the *Questionnaire on Most Students' Concerns (MSQ)* one or two weeks later, subject to the school's arrangement. 2045 students responded to *MSQ*. Table 6.5 shows the distribution of students according to gender, age, academic class level, social class level, school banding and guidance focus.

2.5. Teacher Sample

53 tutors of the students in this study completed the *Tutors' Questionnaire (TUQ)*. 214 teachers (subject teachers, teachers with guidance and discipline responsibilities) in the ten schools responded to *General Teachers' Questionnaire (GTQ)*. Table 6.6 provides information on the personal particulars of these teachers.

Table 6.5 Personal Particulars of Students

Student Respondents				Student Respondents					
PCQ				MSQ					
N= 2103				N=2045					
Gender									
Male	Female	Unreported		Male	Female	Unreported			
1026	1067	10		981	1054	10			
Age									
11-14 yr	=<15 yr	Unreported		11-14yr	=<15 yr	Unreported			
1620	467	16		1581	455	9			
Academic Class									
Sec 1	Sec 2	Sec 3	Unreported	Sec 1	Sec 2	Sec 3	Unreported		
715	677	681	30	683	682	676	4		
Father's Occupation									
Prof.	Ser. & Manual Workers	Unreported		Prof.	Ser. & Manual Workers	Unreported			
450	1413	240		443	1363	239			
Father's Education									
No	P+JS	SS	Ter	Unreported	No	P+JS	SS	Ter	Unreported
45	843	420	104	691	50	804	424	101	716
Type of Housing									
Pri	Pub	Others	Unreported	Pri	Pub	Others	Unreported		
1007	985	90	21	982	960	86	17		
School Banding									
Top	Low	Mixed		Top	Low	Mixed			
1136	757	210		1141	706	198			
School Guidance Focus									
Pre	Both	Rem		Pre	Both	Rem			
648	852	603		629	858	558			
Streaming									
High Ac	Low Ac	Unstreamed		High Ac	Low Ac	Unstreamed			
860	692	551		834	660	551			

Note:

High Ac	High achieving classes
Low Ac	Low achieving classes
Pro	Professional
Workers	Manual & Services Workers
No	No Education
P+JS	Primary & Junior Secondary Education;
SS	Senior Secondary Education
Ter	Tertiary Education;
Pre	Preventive focus
Rem	Remedial focus.
Both	Both preventive and remedial focus.
Pri	Private Housing
Pub	Public Housing

Table 6.6 Personal Particulars of Teacher Respondents

Tutors			Teachers		
TUQ			GTQ		
N = 53			N = 214		
Gender					
Male		Female	Male		Female
11		42	86		128
Length of Teaching					
=<5 yr	6-10 yr	>10 yr	=<5 yr	6-10 yr	>10 yr
19	14	19	65	60	89
School Banding					
Top	Low	Mixed	Top	Low	Mixed
28	20	5	114	75	25
School Guidance Focus					
Pre	Both	Rem	Pre	Both	Rem
16	22	15	62	85	67
Streaming					
High Ac	Low Ac	Unstreamed	Streamed	Unstreamed	
Classes	Classes				
18	20	15	162	52	

Note:

- Pre Preventive focus
- Both Both preventive & remedial focus
- Rem Remedial focus
- High Ac High achieving classes
- Low Ac Low achieving classes

2.6. Data Analysis of the Survey Questionnaires

The data collected in this Study was ordinal, and would normally be analyzed by non-parametric tests. Non-parametric tests allow only the calculation of frequency distribution and percentages in the study of difference between groups, and the use of the Chi-squared test for hypothesis testing. Parametric tests, on the other hand, allow the calculation of mean, variance, standard deviations, analysis of variance, and correlation co-efficient, and are therefore more powerful in the statistical management of data. Strictly speaking, it is not appropriate to use parametric techniques in analyzing ordinal data. Researchers, however, frequently assume the data as indicative of interval rather than only of

category to allow for the use of parametric techniques of analysis (Oppenheim, 1992). In the treatment of the data in this study, parametric techniques were therefore employed.

The data obtained by each questionnaire was submitted separately for analysis, using the Statistical Package for the Social Sciences [SPSS], Version 4. Apart from the calculation of the percentages, means and standard deviations, the following analyses were conducted.

2.6.1. Analysis of *MSQ* and *GTQ* Data

The data obtained by *MSQ* and *GTQ* was analysed for the investigation of [i] the match or mismatch of students' and teachers' perceptions; [ii] the contribution of biographic characteristics and school characteristics to the respondents' perception. The following statistical analyses were performed.

(1) Principal Component Analysis

It is reckoned that factor analysis has the following advantages: [i] enabling the assessing of the factorial validity of the items which make up the questionnaire; [ii] reducing a large number of variables to a smaller set; [iii] making sense of the complexity of behaviour through reduction to a limited number of factors (Bryman & Cramer, 1990). According to Doise, Clemence and Lorenzi-Cioldi (1993), factor analysis can be used to identify the representation or organizing principles. Further, use of factor scores provides a measure of the position of individuals on a dimension and enables the study of inter-individual and inter-group difference. This study aimed to investigate match and mismatch in perception between students and teachers (inter-group agreement / difference), and the association of school banding, guidance focus and streaming with students' and teachers' perceptions (intra-group agreement). Principal component analysis thus provided a means to identify factor structures held by the respondents, and to make comparisons in order to ascertain similarities and differences. Through the calculation of factor scores, analysis can be conducted to test for statistical difference.

Principal component analysis followed by varimax rotation was conducted separately on students' (N=2045) and teachers' (N=216) responses, with the purpose of identifying the major dimensions of students' concerns and cause components of students' difficulties. In addition, a series of principal component analyses was performed separately to identify students' and teachers' views on school guidance: their perceived meaning of guidance, guidance roles of teachers, main types of guidance activities offered, and means of school improvement of guidance services. It should be noted that, regarding views on school guidance, the teacher sample included data on both tutors (*TUQ*, N=53) and teachers (*GTQ*, N=216).

Following Kaiser's criterion, factors with eigenvalues equal to or greater than one were extracted. To enhance the interpretability of the factors, only items with factor loadings > 0.45 were selected for their respective factors. This criterion enabled most items to load on a single factor. To help in the description of the factors, significant factor loadings were considered in descending order of magnitude. The > 0.45 cut-off point inevitably led to some minor factors comprising of only single items. For the purpose of cross comparison between students and teachers, these minor factors were retained as a component for analysis.

(2) Calculation of Empirical Scores Based on Factor Structures

To facilitate cross comparison between students and teachers on their views of most students' concerns and causal explanation, empirical scores for each factor in *MSQ* and *GTQ* were computed separately. In the computation of these empirical scores, the following steps were taken:

[i] For factors commonly held by students and teachers, only items mutually found in both factors were selected for aggregation.

[ii] For factors which were held only by students (or only by teachers), an empirical score for that factor was calculated, using the items which made

up the factor for students (or for teachers).

(3) Multivariate Analysis

(A) Association of school characteristics

The empirical scores computed from *MSQ* and *GTQ* were employed as dependent variables in subsequent statistical analysis. Two-way ANOVAs were applied to analyse the association between students' and teachers' perceptions and the demographic variables of banding and guidance focus. For the two levels of banding and two levels of guidance focus, a 2 x 2 factorial design was adopted. The variables *Banding* and *Guidance Focus* were organized as follows:

(a) Banding.

For the purpose of exploring the contribution of school banding to students' and teachers' perceptions, the Top Band (i.e. Band 1 and 2 schools) vs. Low Band (Band 4 and 5 schools) dichotomy was adopted. As already noted, respondents from a Mixed Band school were excluded from the analysis.

(b) Guidance focus.

As indicated in Section 2.2.3., in the provision of guidance services the schools in the Study were found to adopt [i] preventive focus; [ii] both preventive and remedial focus; [iii] remedial focus. However, schools with both preventive and remedial focus actually spent more time in preventive work though the guidance team leaders claimed that their schools gave equal emphasis to both preventive and remedial work (Table 6.2). Therefore, schools with preventive focus and schools with both preventive and remedial focus (PAB) were classified as schools with a preventive focus. For the purpose of identifying the association of guidance focus with students' and teachers' perceptions, the two levels of guidance focus were adopted, namely a Preventive focus (Preventive and Both Preventive and Remedial [PAB]) vs. a solely Remedial focus [REM].

(B) Association of personal characteristics

For the investigation of the association of students' personal characteristics (i.e. gender and age) with their perceptions, a series of Two-way ANOVAs was conducted. Similarly, Two-way ANOVAs were applied in an investigation of the association of gender and teaching experiences with teachers' perceptions.

(4) Univariate Analysis

Univariate analyses (i.e. independent t-tests or One-way ANOVAs) were applied to investigate [i] the magnitude of agreement between teachers' and students' perceptions, [ii] the association of students' social class with students' perceptions, and [iii] the association of the school's streaming policy with students' and teachers' perceptions. Among the post hoc tests, the Scheffe test was chosen to test for significant group difference after the One-way procedures. The reasons for this decision were that the Scheffe test is the most conservative and is more exact for an unequal number of respondents in the groups (Bryman & Cramer, 1990). Further, to reduce the probability of making a Type I error (i.e. assuming that there is difference between groups when in reality there is no such difference), the level of significance was set at $p < 0.01$ level (two-tailed) in applying t-tests and at $p = 0.01$ level in applying the post hoc Scheffe test.

2.6.2. Analysis of *PCQ* and *TUQ* Data

For the purpose of the present study, the data obtained by *PCQ* and *TUQ* were used to examine the match in perception between students and their tutors only, first by comparing the factor structure derived from principal component analysis, then the comparison of the magnitude of agreement, then the comparison of the top and bottom ten items of concerns and causes.

It has been noted that, to enhance the reliability of principal component analysis, the number of respondents should be larger than the items, allowing an

identification of the factors underlying a group of items (Bryman & Cramer, 1990). There were, however, only 53 respondents to *TUQ* in this study. For the purpose of comparison, principal component analysis was applied separately on students' and tutors' responses. However, it was borne in mind that the factor structure which emerged from tutors' responses might not have been fully reliable due to the small sample size. As in the treatment of data obtained from *MSQ* and *GTQ*, only factors with loadings > 0.45 were selected for the interpretation of the factors.

For the investigation of the agreement between students and tutors, univariate analysis was employed. A set of empirical scores for students was derived, based on the factor structures. A set of empirical scores for tutors was computed, based on the students' factor structure.

2.6.3. Special Note on *PCQ* and *TUQ*

It should be noted that the investigation of the association of biographic variables with students' and teachers' perceptions was conducted on the basis of the data obtained from *MSQ* and *GTQ*. The association of biographic characteristics with students' and tutors' perception of students' personal concerns and their causes (*PCQ* and *TUQ*) is supplementary to the main thesis and as such is not presented as part of the thesis. However, a separate paper on this topic is presented in Appendix G in addition to the Tables in Appendix J.

Similarly, a comparison of students' views on their personal concerns with their views on most students' concerns is supplementary to the intended goal of this study, and is presented in Appendix H as an illustration.

3. MAIN STUDY (PART TWO): STUDENTS' AND TEACHERS' SHARED BELIEFS ON ADJUSTMENT

Part Two of the Main Study aims to explore the **shared views** or **social representations** held by students and teachers about the adjustment of students and about guidance. This exploration was carried out through interviews with teachers and students.

3.1. Methods

3.1.1. Focus Group Interviews with Students

The shared beliefs about adjustment held by students were investigated using focus group interview techniques. The use of focus groups has the advantage that it allows the collection of data from group discussion. Therefore it is less time-consuming. It is also less controlling than the individual interview. Secondly, the use of focus groups also suits a study which explores attitudes and cognition (Morgan, 1988). The use of focus groups in this study allowed more interaction among students. As focus group interviews are participant controlled rather than interviewer controlled, students would be more ready to share their views in front of their peers. Further, focus group interviews also allow opportunities not only to investigate what the respondents think but also to reveal why the respondents think as they do (Morgan, 1988).

In setting up focus group interviews, the following criteria were followed:

- [i] Group Size: A group size of 6 participants allowed each one a chance to express his/her views. Further, students could only be withdrawn for a group interview during Form periods, or P.E. periods, and the interview time available was only about 35 minutes. Too big a group would not have allowed all the participants sufficient time to share their views.
- [ii] Number of Groups: It was intended to have 6 groups from each school, 3 groups for each form level.

3.1.2. Individual Interviews with Teachers

The shared beliefs on adjustment held by teachers were investigated using individual interviews. Though the use of focus group techniques has the advantages indicated above, it does have disadvantages. The focus group interview may not be appropriate if the issues discussed are highly controversial, for the discussion may lead to disagreement among the participants, or the participants may not feel comfortable enough to reveal their opinions in a group setting. Under these

circumstances, the individual interview is more effective than the focus group interview (Morgan, 1988). It is also difficult to arrange to interview teachers in groups, as this would affect the school routine. The researcher may not know in advance the group dynamics among the teaching staff, and this would cause difficulties in the selection of samples. Further, a group discussion on students' adjustment could be highly sensitive in some schools. In view of these disadvantages, which outweigh the advantages of the focus group interview, individual interview techniques were used to explore shared beliefs among teachers.

3.1.3. Interview Methods

In an exploratory study into students' and teachers' perceptions of students' adjustment, causal explanation of adjustment and guidance, more structured interviews served the purpose better than non-directive and unstructured interviews. Thus, semi-structured interviews, which allow the interviewer more control throughout the interview process, were more appropriate. Among various interview instruments, an interview guide approach was adopted. By specifying the topics and issues in advance, this approach enhances the comprehensiveness of the data and enables a more systematic data collection (Patton, 1990).

Prior to the interviews, an interview guide was prepared by the researcher (Appendix D1). It dealt with:

- [i] the images of a well-adjusted student and a maladjusted student held by the respondents, hence, how respondents explain student adjustment / maladjustment through objectification (i.e. transforming an abstraction into something concrete, visible and tangible).
- [ii] the types of concerns and difficulties experienced by a well-adjusted student and a maladjusted student. The data was to be used for triangulation purpose with the survey data.
- [iii] the reasons for good adjustment and maladjustment. This was an

exploration of the explanations given for the causes of inter-individual differences.

[iv] the means to enhance better adjustment and to overcome the adjustment difficulties. The data was to be checked with students' and teachers' views on school guidance.

The interview guide for the students was similar to that used with the teachers, though the language was simplified for the student focus group interviews.

The researcher, who was also the interviewer, presented the questions in a sequence, in an informal and conversational atmosphere. The researcher was aware of possible researcher bias in using interview as a research method. This may include characteristics of the interviewer, the respondent and the content of the interviews (Cohen & Manion, 1994). Care was taken to reduce bias. As the researcher was an 'outsider', with no connection with the school, respondents were more likely to express their feelings more freely. The respondents were also ensured of confidentiality. The interview guide was piloted with two groups of students and three teachers to ensure that the meaning of the questions was clear.

3.2. Selection of Students and Teachers for Interviews

As it was not possible to return to the schools participating in the survey for this exploratory study, two other schools were sampled. In selecting schools, purposeful sampling was adopted. It was intended to approach schools which were similar in characteristics to schools participating in the survey and would allow entry for in-depth interviews. Two schools selected demonstrated characteristics which were close to schools taking part in the survey. These two schools were subvented, Anglo-Chinese, co-educational schools, with a history of over ten years. School 1, a Top Band school with mainly Band 1 and 2 students, is located in Kowloon. School 2, a Low Band school with mainly Band 4 and 5 students, is located on Hong Kong Island. At the time of this study, both schools adopted

streaming. The guidance teams in both schools had already been established for a number of years. According to the information obtained from the principals and guidance team leaders, School 1 was in the process of moving from an individual case work approach (remedial focus) to a whole school approach (more preventive focus) in guidance. School 2 mainly focussed on individual case work, with some developmental programmes during form periods, and thus its guidance service was more remedial in focus. The principals of both schools were willing to participate in this study.

Purposeful sampling was also adopted in selecting students and teachers as respondents. The criteria for selecting students and teachers for the interviews were set out in a letter to the principals (Appendix D2). However, the actual selection and arrangements were made by the guidance team leader in School 1 and the principal in School 2.

(i) Student respondents were drawn from Secondary Years 1, 2 and 3 (i.e. junior secondary). As group interviews were conducted with students, a group of six students was drawn, two each from a high achieving class, an average class and a low achieving class. This was to enable a more balanced group. Each group comprised three male and three female students. Thus, the present sample included eighteen groups of students, three groups from each class level.

(ii) Teacher respondents: Tutors of Secondary Years 1, 2 and 3 subject teachers, and teachers with guidance and discipline responsibilities were sampled. Fifteen teachers in School 1 and nine teachers in School 2 took part in the study.

3.3. Conducting the Interviews

All the interviews in the two schools were carried out by the researcher between 20 October 1994 and 11 November 1994. A total of 15 visits was made to the schools. In School 1, focus group interviews with students were carried out after school, and in School 2 during students' free periods after school examinations. Individual interviews with teachers were carried out during their free

periods. The researcher acted as interviewer.

Each group interview with students lasted about 25 to 30 minutes. Individual interviews with teachers varied from 30 to 45 minutes. All interviews were taped with the permission of the participants. Due to technical problems, one group interview with students was not recorded on tape, and led to a loss of data.

Overall, teachers were friendly and co-operative at the interviews. Students were also co-operative, though some were shy and less outspoken, and tended to say simply that they agreed with others' views. Thus the information obtained from students was less rich than that obtained from teachers. All interviews were conducted in Cantonese, and were later transcribed verbatim into Chinese.

3.4. Data Analysis

The qualitative interview data was subjected to thematic analysis. Following the steps of analysis proposed by Miles & Huberman (1994), transcribed data was coded to allow an analysable unit to be organized, retrieved or clustered. Reflective and marginal remarks were added to give clarity to the analysis. Pattern coding was used to draw small units of clusters together under a category. Frequencies of codes were tabulated.

There were five interview questions (Appendix D1). A set of codes to deal with each question was developed by the researcher according to the themes and patterns which emerged from the interviews data. In order to ensure objectivity and reliability in the coding of data, a second coder was asked to code all transcribed data for Interview Questions 1, 2, 3 (i.e. Images of a well adjusted student; Images of a maladjusted student; Concerns experienced by well adjusted students, and difficulties experienced by maladjusted students). The second coder also coded one third of the transcribed data for Questions 4 and 5 (i.e. Reasons for adjustment / maladjustment, and means for enhancing adjustment). The formula for establishing an acceptable level of agreement between the researcher and the second coder was:

$$\text{Reliability} = \frac{\text{Number of agreements}}{\text{Total number of agreements} + \text{disagreements}}$$

According to Miles and Huberman (1994), initial coding by a second coder usually produces around 70% reliability. Hence, for this study, 75% and above was set as an acceptable level of agreement.

As shown in Table 6.7, inter-coder reliability for all responses was above 80%, except for Q.4(A): Students' data, and Q.5: Teachers' data. In the subsequent checking of the coding, it was found that there was overall agreement in the coding of the main categories. Disagreement occurred in the coding of some of the sub-categories of two main categories. Agreement was reached with the second coder in revising the sub-categories where disagreement lay. Appendix D3 shows the revised coding system and specification. Relevant information about the content of the data was tabulated, and propositions were generated and conclusions drawn (Appendix K).

Table 6.7 Inter-coder Reliability: Levels of Agreement

Students' Data	Teachers' Data
Q.1 Images of well adjusted students 88%	78%
Q.2 Images of maladjusted students 85%	93%
Q.3(A) Concerns of well-adjusted students 84%	85%
Q.3(B) Difficulties of maladjusted students 86%	80%
Q.4(A) Reasons for good adjustment 60%	83%
Q.4(B) Reasons for maladjustment 86%	86%
Q5 Means for enhancing adjustment 84%	69%

4. CONCLUSION

The present chapter describes the research methodology, sampling procedures for the survey and interviews, and the methods of data analysis employed in the Main Study. Both qualitative and quantitative approaches were adopted. The results of the analysis are presented in Chapters 7 to 10.

CHAPTER SEVEN
CONCERNS OF JUNIOR SECONDARY STUDENTS,
CAUSES OF STUDENTS' DIFFICULTIES,
AND SCHOOL GUIDANCE:
STUDENTS' AND TEACHERS' PERCEPTIONS

1. INTRODUCTION

This chapter will present students' and teachers' perceptions of *concerns of most junior secondary students*, their causal attribution of these difficulties, and their views on school guidance. A comparison was conducted to identify match and mismatch in views, namely the *inter-group agreement between students and teachers*. Section 2 will describe the perceived range of students' concerns. Section 3 will look at the causes of students' difficulties, and Section 4 at views on guidance. Appendix E Tables E1 to E7 provide details of the statistical analysis.

2. CONCERNS FACED BY MOST JUNIOR SECONDARY STUDENTS

2.1. Dimensions of Students' Concerns: Comparison of Factor Structures

A principal component analysis, followed by varimax rotation, was conducted on the 40 itemised concerns. Ten factors emerged with eigenvalues equal to or greater than 1.0, accounting for 57.2% of the total variance. Similarly, a principal component analysis of teachers' responses yielded ten factors, accounting for 63.3% of the total variance. Teachers' *F9 Learning Problems* and *F10 Future* are minor factors composed of a single item. However, it is of interest to retain them as separate dimensions for further analysis, considering their high factor loading.

These ten factors identified by students and teachers can be regarded as the ten major dimensions of students' concerns in general. To explore how students' perception matches that of teachers, analysis was made by comparing the factor

structures derived from the principal component analysis. Table 7.1 shows the comparison (Appendix E Table E1 shows the factor loadings and items).

(A) Similarities

(1) Ten distinct but identical dimensions of concern emerged from students' and teachers' responses. For each factor identified, items were found to cluster in similar patterns. These items have high significant factor loadings. Items not common to both students and teachers under their respective dimensions are usually items with comparatively less significant loadings.

(2) For students and teachers, *Family related concerns*, was the first factor, and the most significant dimension. Similarly for both, *Learning problems*, *Friendship* and *Future* were less significant factors. In addition, the percentage of variances accounted for in each case was similar for both students and teachers.

(B) Divergences

(1) Divergences between students and teachers lie in the order in which these factors emerged. As revealed in Table 7.1, *Psychological wellbeing* and *School related problems* emerged as the second and third factor for students, and were more significant dimensions, but emerged as comparatively less important for teachers. Teachers, in contrast, considered *Maladjusted behaviour* and *Peer relationship problems*, their second and third factors, as comparatively more significant. Further, teachers gave more importance to *Physical appearance* and *Study concerns*, their fourth and fifth factors, whereas for students these two dimensions emerged as the sixth and seventh factors.

(2) Further divergences were identified in the items which make up the minor factors. In the case of students, *F8 Learning problems* comprises Item 2 *Not doing well in school*, Item 6 *Homework too difficult* and Item 5 *Can't understand what teacher says in class*. On the teachers' side, *F9 Learning problems* has only one item (Item 2 *Not doing well in school work*) with a significant factor loading of 0.72.

**Table 7.1 Students' Concerns:
Comparison of Factor Structures**

Students	Teachers
<p>*F1 Family Related Concerns (Variance 20.9%)</p> <p>* Common: 6 items on students' relationships with parents, parental management, communication with children, parents' marital relationship</p> <p># Specific: parents' objection to dating (1 item)</p>	<p>*F1 Family Related Concerns (Variance 20%)</p> <p># Specific: None</p>
<p>*F2 Psychological Wellbeing (Variance 6.4%)</p> <p>* Common: 3 items on lack of goals in study, lack of aims and meaning in life</p> <p># Specific: feeling depressed, suicidal thoughts (2 items)</p>	<p>*F7 Psychological Wellbeing (Variance 3.5%)</p> <p># Specific: Lacking confidence (1 item)</p>
<p>*F3 School Related Problems (Variance 5.5%)</p> <p>* Common: 5 items on aspects of discipline, relationships with teachers</p> <p># Specific: None</p>	<p>*F6 School Related Problems (Variance 4.0%)</p> <p># Specific: None</p>
<p>*F4 Maladjusted behaviour (Variance 4.5%)</p> <p>* Common: 4 items on alcohol and drug abuse, association with undesirable peers, suicidal thoughts</p> <p># Specific: None</p>	<p>*F2 Maladjusted behaviour (Variance 10.8%)</p> <p># Specific: Worries about 1997, resistance against school (2 items)</p>
<p>*F5 Peer Relationship Problem (Variance 4.4%)</p> <p>* Common: 3 items on peer isolation, bullying, poor peer relationships</p> <p># Specific: None</p>	<p>*F3 Peer Relationship Problems (Variance 6.1%)</p> <p># Specific: Problems in hetero-sexual friendship (1 item)</p>

Table 7.1 continued

*F6 Physical appearance (Variance 3.7%)	*F4 Physical appearance (Variance 5.3%)
* Common: 3 items on concerns for physical appearance and its financial implications	
# Specific: None	# Specific: Interest in boyfriends/girlfriends and parents' objection, peer acceptance (3 items)
*F7 Study Concerns (Variance 3.4%)	*F5 Study Concerns (Variance 4.0%)
* Common: 3 items on examination anxiety, better grades, promotion to a higher form	
# Specific: None	# Specific: Difficult homework (1 item)
*F8 Learning Problems (Variance 3.0%)	*F9 Learning Problems (Variance 3.1%)
* Common: 1 item on poor school performance	
# Specific: Difficulties in doing homework, following lessons (2 items)	# Specific: Originally made up of 3 items. Item 2 has a high loading (0.72). Items 24, 19, loadings <0.46, unrelated to learning, were excluded
*F9 Friendship (Variance 2.9%)	*F8 Friendship (Variance 3.3%)
* Common: 1 item on the desire to have more friends (Item 19)	
# Specific: Interest in boyfriends/girlfriends (1 item)	# Specific: feeling stressful (1 item)
*F10 Future (Variance 2.6%)	*F10 Future (Variance 2.8%)
* Common: 1 item on personal educational future (Item 30)	
# Specific: Hong Kong's political future (1 item)	# Specific: Originally made up of 3 items. Item 30 has a high loading (0.63). Items 14, 34, loadings <0.46, unrelated to future, were excluded

Note:

- * Common Factors or Items
- # Specific Factors or Items

(3) Students' *F9 Friendship* consists of items relating to having more friends and to their interest in having boyfriends / girlfriends. Teachers' *F8 Friendship* is made up of items relating to having more friends and stress. Students' *F10 Future* refers to Hong Kong's political future (Item 40) and what to do after Secondary 3 (Item 30). Teachers' *F10 Future* is made up of a single item on the future of students after Secondary 3.

2.2. Students' Concerns: Comparison of Strength of Agreement

Since the ten factors could be regarded as ten major dimensions of concern, ten empirical scores for each dimension were computed separately for students and teachers. To facilitate cross comparison, only items common to both under their respective dimensions were selected for computation (Appendix E Table E1). This criterion meant that the less important factors consisted of a single item, namely Students' *F8 Learning Problems*, *F9 Friendship*, and *F10 Future*, and Teachers' *F8 Friendship*, *F9 Learning Problems*, and *F10 Future*. The subsequent statistical analyses reported were based on these empirical scores.

Table 7.2 shows the mean scores for students and teachers in the ten dimensions. Univariate analysis revealed significant differences in their strength of agreement ($p < 0.01$) in seven out of ten dimensions. Students, compared with teachers, agreed more on study as a concern for most students. Teachers, in contrast, showed more agreement on learning problems, physical appearance, and students' psychological wellbeing than did students. Further, compared with students, teachers considered students to have more relationship problems at home and with peers, and more maladjusted behaviour. Students and teachers, however, did not differ significantly in their views on friendship, future, and school related problems. Both agreed that students faced these concerns, though there was some hesitation about school related problems.

**Table 7.2 Students' Concerns:
Comparison of Strength of Agreement**

Dimensions	Students Mean (SD) N(2045)	Teachers Mean (SD) (214)	t (df)
Family related concerns	3.25 (0.69)	2.73 (0.59)	11.62 ** (269.51)
Psychological wellbeing	3.21 (0.81)	2.41 (0.75)	13.65 ** (2243)
School related problems	3.04 (0.73)	2.99 (0.67)	NS
Maladjusted behaviour	3.77 (0.98)	3.39 (0.68)	7.60 ** (284.74)
Peer relationship problems	3.45 (0.84)	2.66 (0.80)	12.97 ** (2246)
Physical appearance	2.63 (0.83)	2.30 (0.65)	6.74 ** (285.98)
Study concerns	2.04 (0.71)	2.44 (0.80)	-7.63 ** (2241)
Learning problems	2.92 (0.95)	2.40 (0.99)	7.62 ** (2250)
Friendship	2.12 (0.80)	2.23 (0.69)	NS
Future	2.72 (1.06)	2.90 (1.00)	NS

Note:

* $p < 0.01$

** $p < 0.001$

NS Non-significant

Lower scores indicate greater agreement

Table 7.3 Comparison of Top and Bottom Ten Students' Concerns

Students	Mean (SD)	Teachers	Mean (SD)
Top Ten Concerns			
*1. To get better grades	1.77 (0.77)	*27.How to dress	2.05 (0.74)
*3. Worried about tests and examinations	2.02 (0.89)	25.How important they are for their friends	2.07 (0.79)
*19.Having more friends	2.12 (0.80)	*19.To have more friends	2.23 (0.68)
4. Promotion to senior forms	2.30 (1.05)	13.Difficult to commu- nicate with parents	2.30 (0.83)
*27.How to dress	2.45 (0.99)	29.Not confident of themselves	2.29 (0.80)
20.Interest in boyfriend/ girlfriend	2.53 (0.89)	*1. To get better grades	2.27 (0.88)
*35.Feeling stressful	2.60 (1.03)	*3. Worried about tests and examinations	2.26 (0.96)
*26.Their height and weight	2.61 (0.98)	31.Don't know goals in life	2.21 (0.95)
16.Poor class discipline	2.69 (1.05)	*35.Feeling stressful	2.34 (0.91)
30.What to do after Secondary 3	2.71 (1.06)	*26.Their height and weight	2.36 (0.84)
Bottom Ten Concerns			
*39.Using drugs, cough syrup	4.03 (1.01)	40.Worried about 1997	3.89 (0.88)
*36.Thinking of ending their life	3.79 (1.09)	*39.Using drugs, cough syrup	3.60 (0.84)
*38.Drinking alcohol	3.70 (1.11)	*38.Drinking alcohol	3.56 (0.82)
22.Isolated by peers	3.55 (1.00)	*36.Thinking of ending their life	3.44 (0.78)
21.Not relating well with peers	3.42 (0.94)	14.Not relating well with teachers	3.27 (0.90)
*37.Associating with undesirable peers outside school	3.53 (1.09)	6. Homework too diffi- cult and too much	3.25 (0.93)
34.Feeling life not meaningful	3.41 (1.00)	17.Feeling resistant against school	3.18 (0.98)
11.Parents not caring	3.41 (0.87)	12.Parents love their siblings more	3.01 (0.70)
23.Bullied/teased by peers	3.36 (1.05)	24.Problems in getting along with boyfriend/ girlfriends	3.00 (0.83)
9. Parents' own poor marital relationship	3.39 (0.93)	*37.Associating with undesirable peers outside school	2.94 (0.85)

Note:

- * Items common to both students and teachers
- Lower scores indicate greater agreement

2.3. Comparison of Top and Bottom Ten Students' Concerns

For a further exploration of match and mismatch in views, a comparison was made of the top and bottom ten items of concern which students and teachers perceived. As shown in Table 7.3, students and teachers showed an inter-group agreement in considering academic performance, friendship, appearance, and stress as students' top concerns, while considering drugs or alcohol abuse, suicidal thoughts and acquaintance with undesirable peers as concerns least experienced by students. Divergence in views, however, was also found. Students saw educational future, poor classroom discipline, interest in a boyfriend / girlfriend as top concerns experienced by students. Such views were not shared by teachers, who perceived communication with parents, lack of confidence and goals, students' importance for their friends, as more pressing. Further, students were less inclined than teachers to refer to poor relationships with peers, parental marital problems, uncaring parents, and lack of meaning in life. Teachers, in contrast, considered school related problems, homework difficulty, relationships with friends of the opposite sex, and worries about 1997, as lesser concerns.

3. CAUSES OF MOST STUDENTS' DIFFICULTIES

3.1. Cause Components of Students' Difficulties: Comparison of Factor Structures

A principal component analysis with varimax rotation was applied to students' responses to the 29 causal items of students' difficulties. Eight factors with eigenvalues equal to or greater than 1.0 emerged, accounting for 56.7% of the total variance. Apart from Item 4, *Lessons are too easy and not challenging*, and Item 29, *Being led by TV, films, magazines*, with factor loadings below 0.46, all items loaded only on a single factor.

When a principal component analysis was applied to the teachers' responses, eight factors emerged, accounting for 64.3% of the total variance. The >0.45 criterion enabled all items to be loaded on a single component only, with

the exception of Item 24, *Teachers are too lax in classroom management*, which loaded on two factors.

The factors extracted were taken as the major cause components of students' difficulties. Table 7.4 presents the factor names and structures of the cause components. Appendix E Table E2 shows items and factor loadings.

The comparison of the factor structures derived from students' and teachers' responses highlights the following findings.

(A) Similarities

(1) Students and teachers independently identified eight cause components, accounting for 56.7% of variance for students and 64.3% of variance for teachers. Seven of these cause components were similar: *Student ability and effort*, *School related causes*, *Family related causes*, *Peer influence*, *Meeting expectations*, *Generation gap* and *Curriculum*.

(2) The order in which the first three factors emerged was identical for both students and teachers. Both groups considered *Student ability and effort* as the first and the most significant factor, and both account for 20.4% of variance. In both cases, *School related causes* and *Family related causes* were the second and third factors.

(3) There are remarkable similarities in the items which made up the cause components for both students and teachers. Items clustered in similar patterns in both cases, and emerged in similar order, as reflected by the factor loadings under each cause component.

(B) Divergences

(1) Students identified *Classroom discipline* as a cause component, but this was not found in teachers' responses.

**Table 7.4 Causes of Students' Difficulties:
Comparison of Factor Structures**

Students	Teachers
<p>*F1 Student Ability & Effort (Variance 20.4%)</p> <p>* Common: 5 items on students' poor academic standards, learning ability, memory, laziness, poor foundation</p> <p># Specific: Lack of interest, wrong study method (2 items)</p>	<p>*F1 Student Ability & Effort (Variance 20.4%)</p> <p># Specific: noisy classroom environment (1 item)</p>
<p>*F2 School Related Causes (Variance 7.7%)</p> <p>* Common: 4 items on strict school rules, heavy punishment, teachers' handling</p> <p># Specific: None</p>	<p>*F2 School Related Causes (Variance 12.3%)</p> <p># Specific: lax classroom management (1 item)</p>
<p>*F3 Family Related Causes (Variance 6.7%)</p> <p>* Common: 4 items on parents' relationships with their children, parental marital problems</p> <p># Specific: None</p>	<p>*F3 Family Related Causes (Variance 9.0%)</p> <p># Specific: None</p>
<p>*F4 Peer Influence (Variance 5.2%)</p> <p>* Common: 2 items on conforming to peer values</p> <p># Specific: Peer competition (1 item)</p>	<p>*F5 Peer Influence (Variance 4.9%)</p> <p># Specific: Media influence, need for peer companionship (2 items)</p>
<p>*F5 Generation Gap (Variance 5.0%)</p> <p>* Common: 1 item on difference in thinking between parents and children.</p> <p># Specific: Need for friendship for sharing (1 item)</p>	<p>*F8 Generation Gap (Variance 3.5%)</p> <p># Specific: teachers' lax management, peer influence for having boyfriend/girlfriend (2 items)</p>

Table 7.4 continued

*F6 Meeting Expectations (Variance 4.2%)	*F4 Meeting Expectations (Variance 5.7%)
* Common: 2 items on high parental and teacher expectation	
# Specific: None	# Specific: peer competition, non-challenging curriculum (2 items)
*F7 Curriculum (Variance 3.9%)	*F6 Curriculum (Variance 4.6%)
* Common: 3 items on the difficulty of lessons, boring lessons, the use of English language textbooks	
# Specific: None	# Specific: None
#F8 Classroom Discipline (Variance 3.6%)	#F7 Study Method & Interest (Variance 4.0%)
* Common: None	
# Specific: Lack of classroom discipline, teachers' lax management (2 items)	# Specific: wrong study method, students' lack of interest (2 items)

Note:

- * Common Factors or Items
- # Specific Factors or Items

(2) *Study method and interest*, referring to students' wrong study method and lack of interest, emerged as a separate cause component for teachers only. For students, items which made up this cause component were grouped under *Student ability and effort*.

(3) Other minor divergences were mainly in the order of the emergence of less significant factors. For example, *Meeting expectations* emerged as the sixth factor in the case of students, but the fourth, thus more important, factor in the case of teachers. Further, in the case of students, *Generation gap*, was made up of two items with salient factor loadings referring to the need for companionship and to parents thinking differently from children. For teachers, *Generation gap* comprised parents thinking differently from children and lax teacher management.

In summary, the similarities in terms of structures reflect views held in

common by students and teachers on the causation of students' difficulties. Inter-group divergences were mainly in students' *F8 Classroom discipline* and teachers' *F7 Study method and interest*, two independent cause components not common to both students and teachers, and the order in which the less significant factors emerged.

**Table 7.5 Causes of Students' Difficulties:
Comparison of Strength of Agreement**

Cause components	Students Mean (SD) N (2045)	Teachers Mean (SD) (214)	t (df)
Student ability & effort	3.06 (0.69)	2.63 (0.84)	8.46 ** (2230)
School related causes	3.00 (0.84)	3.61 (0.70)	-10.18 ** (2241)
Family related causes	3.28 (0.72)	2.33 (0.66)	18.53 ** (2229)
Peer influence	3.21 (0.91)	2.76 (0.78)	6.92 ** (275.06)
Generation gap	2.69 (0.97)	2.34 (0.74)	5.11 ** (2254)
Meeting expectations	2.92 (0.81)	3.06 (0.83)	NS
Curriculum	2.74 (0.74)	2.79 (0.76)	NS
Classroom discipline	3.01 (0.83)	3.03 (0.79)	NS
Study method & interest	2.81 (0.78)	2.21 (0.72)	10.58 ** (2240)

Note:
 * $p<0.01$
 ** $p<0.001$
 NS Non-significant
 Lower scores indicate greater agreement

3.2. Causes of Students' Difficulties: Comparison of Strength of Agreement

Since the factors which emerged could be regarded as the major cause components, empirical scores based on the factor structure were computed separately for students and teachers, using only items common to both under their respective cause component. As two cause components (*Classroom discipline* and *Study method and interest*) were not common to both students and teachers, an empirical score for *Classroom discipline* was calculated for teachers using the items which made up this cause component for students to facilitate comparison. Likewise, an empirical score for *Study method and interest* was computed for students. This resulted in nine cause components as dependent variables for subsequent analysis. *T*-tests were then applied to test for significant inter-group differences.

A comparison of students' and teachers' ratings is shown in Table 7.5. Significant inter-group differences were revealed in six out of nine cause components. Students, compared with teachers, referred significantly more to school related causes (teacher bias and handling, strict school rules and heavy punishment). In contrast, teachers viewed students' ability and effort, study methods and interest, family related causes and peer influence as contributory causes more than did students. There were no significant inter-group differences in their views on meeting expectations, classroom discipline and curriculum as causes. The overall findings revealed a mismatch in their strength of agreement.

3.3. Comparison of Top and Bottom Ten Causes of Students' Difficulties

Table 7.6 compares the top and bottom ten causal items to which students and teachers were more inclined to agree and disagree. Findings revealed considerable inter-group agreement. Both students and teachers viewed the need of peer companionship, media influence, difference in viewpoint between parents and children, students' lack of interest, laziness and improper study methods as among

the top ten causes. Both perceived non-challenging lessons, lax classroom management, strict teacher handling and peer competition as lesser causes.

**Table 7.6 Students' Difficulties:
Comparison of Top and Bottom Ten Causes**

Students	Mean (SD)	Teachers	Mean (SD)
Top Ten Causes			
2. Lessons are too boring	2.38 (0.98)	*25. Need of friends for sharing	1.87 (0.52)
*25. Need of friends for sharing	2.41 (0.94)	*29. Influence of mass media	1.73 (0.67)
*29. Influence of mass media	2.65 (1.03)	15. Parents don't know how to talk with them	2.22 (0.78)
*19. Parents think differently from them	2.69 (0.96)	17. Parents are too busy	2.16 (0.79)
*10. Not interested in school work	2.75 (0.97)	*11. Study method is not right	2.23 (0.80)
#13. Parents expect too much	2.78 (0.97)	*10. Not interested in school work	2.20 (0.92)
14. Classmates are too noisy, affecting their learning	2.79 (1.08)	*19. Parents think differently from them	2.34 (0.73)
*11. Study method is not right	2.85 (0.87)	* 8. Lazy and do not work hard enough	2.27 (0.99)
* 8. Lazy and do not work hard enough	2.85 (1.02)	+18. Parents are separated/divorced	2.44 (0.75)
# 1. Lessons are too difficult	2.87 (1.00)	7. Poor foundation in primary school	2.34 (1.11)
Bottom Ten Causes			
* 4. Lessons too easy and not challenging	3.67 (0.91)	* 4. Lessons too easy and not challenging	3.87 (0.75)
+18. Parents are separated/divorced	3.59 (1.01)	23. Punishment is too heavy	3.75 (0.86)
16. Parents have problems in their marriage	3.51 (0.99)	22. School rules are too strict	3.66 (0.86)
26. All our friends have boyfriends/girlfriends	3.32 (1.05)	*21. Teachers are too strict	3.59 (0.77)
*27. Competition in class, affecting friendship	3.27 (1.04)	20. Teachers are biased against them	3.40 (0.88)
6. Academic standard is not good, not up to school's expectations	3.21 (0.98)	*27. Competition in class, affecting friendship	3.25 (0.85)
*24. Teachers are too lax in classroom management	3.23 (1.02)	12. Teachers expect too much	3.23 (0.94)
5. Learning ability is not good	3.17 (0.96)	*24. Teachers are too lax in classroom management	3.21 (0.89)
*21. Teachers are too strict	3.13 (0.98)	#1. Lessons are too difficult	2.89 (1.01)
9. Not good at remembering things	3.14 (0.92)	#13. Parents expect too much	2.88 (0.93)

Table 7.6 continued

Note:

- * Items ranked by both students and teachers as among the top/bottom ten causes
 - # Items ranked by students as among the top ten causes, but by teachers as among the bottom ten causes
 - + Items ranked by students as among the bottom ten causes, but by teachers as among the top ten causes
- Lower scores indicate greater agreement.

The comparison, however, also revealed certain divergences in views between students and teachers.

(1) Students referred to boring lessons and poor classroom discipline as among the top ten causes of students' difficulties. Teachers, instead, were more inclined to believe that parents' lack of time and skills in talking with their children, parental separation or divorce, and students' poor foundation were main contributing causes. For students, in contrast, parental separation or divorce were among the bottom ten causes.

(2) Students perceived difficult lessons and high parental expectation among the top ten causes. Though teachers also agreed that these causes contributed to difficulties, they rated them among the bottom ten causes.

(3) Students considered parents' marital problems, peer influence in having boyfriends / girlfriends, students' lack of ability and poor standard as among the bottom ten causes. Teachers, on the contrary, gave less importance to school related causes.

4. SCHOOL GUIDANCE

4.1. Meaning of Guidance

4.1.1. Comparison of Factor Structures

In order to obtain a more conceptually integrated grasp of teachers' and students' views on guidance, a principal component analysis with varimax rotation was performed separately on their respective responses. Analysis yielded two factors from students' responses, accounting for 53.6% of the total variance. Three

factors emerged from teachers' responses, accounting for 59% of the total variance. Though the number of items exploring views on the meaning of guidance was not identical (seven for students and nine for teachers), and hence the number of factors extracted differed, the factor structures nevertheless revealed certain inter-group similarities and differences. Table 7.7 shows the factor structures and factor labels (Appendix E Table E3 shows the common items and loadings).

(1) Both students and teachers referred to *F1 Problem solving and developmental view* as the first factor, and *F2 Managing discipline and student behaviour* as the second. The items which make up these factors were similar in both cases, though the amount of variance accounted for in each case differed slightly.

(2) *F1 Problem solving and developmental view* (Items 2, 4, 6) refers to guidance as helping students in facing problems and in personal growth, and as involving values teaching. This suggests that guidance as problem solving and developmental is a dominant view held by both students and teachers.

On the other hand, students assigned more importance to the problem solving than to the developmental function of guidance. Students' Items 1 and 2 (guidance as problem solving) had the highest factor loadings, 0.83 and 0.85, while Students' Items 4 and 6 (guidance as developmental) had comparatively lower factor loadings, 0.55 and 0.49. For teachers, both the developmental function of guidance (Teachers' Items 4 and 6, factor loadings 0.81 and 0.63) and the problem solving function (Teachers' Item 2, factor loading 0.76) were of similar factor loadings.

Further, Item 1 appeared under *F2 Managing discipline and student behaviour* for teachers. This suggests that, for students, teachers talking to students meant helping them in problem solving, while for teachers it rather meant managing discipline. Item 8 (exclusively for teachers), referring to guidance as preventive in focus, appeared under *F1 Problem solving and developmental view*. This further demonstrated that teachers saw guidance as developmental and

preventive.

(3) The items which grouped under *F2 Managing discipline & student behaviour* were generally similar for both students and teachers. Items 3 and 5 had high factor loadings for both students (0.53 and 0.80) and teachers (0.77 and 0.61). Other items which are not common to both have comparatively less significant loadings.

(4) Teachers' *F3 Remedial view*, comprising Items 7 and 9 (the latter exclusively for teachers), referred to guidance as remediation for students with emotional and behavioural difficulties. While additional items led to this third teachers' factor, it did, however, reflect a teachers' remedial view of guidance.

4.1.2. Meaning of Guidance: Comparison of Strength of Agreement

To facilitate comparison of views, the item responses in each factor were aggregated to compute an empirical score separately for students and teachers. *F1 Problem solving and developmental view* comprised Items 2, 4 and 6, and *F2* Items 3 and 5. Empirical scores for *F3 Remedial view* were calculated for teachers and students separately using Item 7. Hence, two sets of empirical scores, one for students and one for teachers, were generated. Univariate analysis was then applied to test for inter-group difference. As shown in Table 7.8, both teachers and students indicated agreement rather than disagreement on the three views of guidance. However, there was significant difference in the strength of agreement. Teachers, compared with students, gave more agreement to a *Problem solving & developmental view*. Students, in contrast, agreed to a *Remedial view* of guidance more than did teachers. No significant inter-group difference, however, was found in the view of guidance as *Managing discipline and student behaviour*.

Table 7.7 **Meaning of Guidance:
Comparison of Factor Structures**

Students	Teachers
<p>*F1 Problem Solving and Developmental View (Variance 37.9%)</p> <p>* Common: 3 items on guidance as helping students in problem solving and in personal growth, guidance as teaching values</p> <p># Specific: teachers talking to students (1 item)</p>	<p>*F1 Problem Solving and Developmental View (Variance 27.8%)</p> <p># Specific: preventive focus (1 item)</p>
<p>*F2 Managing Discipline and Student Behaviour (Variance 16.1%)</p> <p>* Common: 2 items on guidance as maintaining discipline and correcting students' misbehaviour</p> <p># Specific: guidance as values teaching, for students with difficulties (2 items)</p>	<p>*F2 Managing Discipline and Student Behaviour (Variance 19.3%)</p> <p># Specific: teachers talking to students to help them feel better (1 item)</p>
	<p>#F3 Remedial View (Variance 11.9%)</p> <p># Specific: guidance as meant for students with difficulties, and as remediation (2 items)</p>

Note:

- * Common items
- # Specific items

Table 7.8 Meaning of Guidance:
Comparison of Strength of Agreement

Views of Guidance	Students	Teachers	t (df)
	Mean (SD) N(2045)	Mean (SD) (267)	
Problem solving & developmental view	2.27 (0.68)	1.79 (0.47)	14.95 ** (422.05)
Managing discipline & student behaviour	2.69 (0.78)	2.66 (0.67)	NS
Remedial view	2.70 (1.13)	2.96 (1.12)	-3.47 * (2281)

Note:

- * $p < 0.01$
- ** $p < 0.001$
- NS Non-significant
- Lower scores indicate greater agreement

Table 7.9 Meaning of Guidance:
Comparison of Ranking of Mean Scores

Meaning		Mean (SD)	Rank	
			S	T
1. Teachers talking to students to help them feel better	S	2.14 (0.84)	2	
	T	2.12 (0.71)		5
2. Helping students to face and solve problems	S	2.13 (0.84)	1	
	T	1.73 (0.52)		2
3. Correcting students' misbehaviour	S	2.35 (0.91)	4	
	T	2.11 (0.70)		4
4. Helping students' personal growth	S	2.32 (0.89)	3	
	T	1.65 (0.54)		1
5. Helping teachers to maintain school rules and classroom discipline	S	3.02 (1.03)	7	
	T	3.20 (1.00)		7
6. Teaching students values in life	S	2.36 (0.90)	5	
	T	1.96 (0.71)		3
7. For students with emotional and behavioural problems	S	2.70 (1.13)	6	
	T	2.96 (1.12)		6

Note:

- S Students' responses [N=2045]
- T Teachers' responses [N=267]
- Bold Ranking for Students
- Italics Ranking for Teachers

4.1.3. Comparison of Individual Items

As shown in Table 7.9, comparison based on the mean scores indicated that guidance as problem solving and as teachers helping students to feel better ranked as the top two items for students. For teachers, guidance as helping students' personal growth and problem solving ranked at the top. Further, guidance as values teaching ranked higher for teachers than students. On the other hand, for both students and teachers, guidance as something meant for students with emotional and behavioural problems and as maintaining discipline ranked the lowest.

4.2. Guidance Role of Teachers

4.2.1. A Comparison of Factor Structures and Strength of Agreement

Varimax analysis of the seven items on the role of teachers in guidance was performed separately on the student and teacher samples. As shown in Table 7.10, two identical factors emerged from students' responses (58.9 % of the total variance), and from teachers' responses (68.2 % of the total variance). In both cases, *F1 Teachers offering direct guidance* was the first and more important factor, and *F2 Referral to specialists* the second factor. The items which made up these factors were also identical (Appendix E Table E4). Such similarities suggest that students and teachers held an identical structure of belief on ways of helping students.

The aggregated scores, based on the factor structures, were computed from both samples, and were used as dependent variables (Appendix E Table E4). *T*-test findings revealed significant inter-group difference (Table 7.11). Though both agreed on *Teachers offering direct guidance*, teachers considered this venue of help significantly more than did students. Similarly, while students were rather ambivalent about *Referral to specialists*, teachers tended to be more positive.

Table 7.10 Guidance Roles of Teachers:
Comparison of Factor Structures

Students	Teachers
*F1 Teachers offering direct guidance (Variance 36.25%) * Common: 5 items on teachers' role in offering individual guidance and group guidance, in showing concern and care # Specific: None	*F1 Teachers offering direct guidance (Variance 43%) # Specific: None
*F2 Referral to specialists (Variance 22.6%) * Common: 2 items on referral of students to guidance teachers and school social workers # Specific: None	*F2 Referral to specialists (Variance 25.2%) # Specific: None

Note:
* Common items
Specific items

Table 7.11 Guidance Roles of Teachers:
Comparison of Strength of Agreement

Guidance Roles of Teachers	Students Mean (SD) N(2045)	Teachers Mean (SD) (267)	t (df)
Teachers offering direct guidance	2.53 (0.50)	2.27 (0.36)	10.64 ** (403.96)
Referral to specialists	3.05 (0.95)	2.25 (0.68)	17.19 ** (416.50)

Note:
* $p < 0.01$
** $p < 0.001$
NS Non-significant
Lower scores indicate greater agreement

4.2.2. Comparison of Individual Items

Comparison based on the ranking of the mean scores indicated more similarities than divergences between students and teachers (Table 7.12). As ways of helping students deal with their problems, more care and concern from teachers, and teachers contacting students to get to understand them, ranked as the top for both, while referral to guidance teachers and school social workers ranked the lowest. However a slightly higher ranking for guidance during class periods was more evident in the students' rating than in that of the teachers. Further, teachers were more positive than students about the ways in which a teacher could help. Overall, teachers were in stronger agreement than students regarding the various guidance roles of teachers.

Table 7.12 Guidance Role of Teachers: Comparison of Ranking of Mean Scores

Guidance Roles of Teachers		Mean (SD)		Rank	
				S	T
1. Teachers make contact with students to understand them	S	2.11 (0.86)		2	
	T	1.61 (0.57)			<i>2</i>
2. Take initiative to see individual students, and discuss their concerns with them	S	2.47 (0.99)		4	
	T	1.85 (0.72)			<i>3</i>
3. Talk with students during class periods on issues they are concerned about	S	2.35 (0.93)		3	
	T	1.90 (0.62)			<i>4</i>
4. Show more concern and care to students	S	2.10 (0.82)		1	
	T	1.58 (0.52)			<i>1</i>
5. Refer students to see Guidance Teachers	S	3.09 (1.03)		6	
	T	2.25 (0.79)			<i>6</i>
6. Refer students to see School Social Workers	S	2.99 (1.06)		5	
	T	2.23 (0.70)			<i>5</i>
7. Not much can be offered by teachers	S	3.61 (1.14)		7	
	T	4.39 (0.69)			<i>7</i>
<hr/>					
Note:	S	Students' response		[N=2045]	
	T	Teachers' response		[N=267]	
	Bold	Students' ranking			
	Italics	Teachers' ranking			

4.3. Helpfulness of Guidance Services

A principal component analysis of students' responses to the seven items of guidance services produced two factors, accounting for 59.5 % of the total variance. When teachers' responses to these items were similarly analysed, two factors also emerged, accounting for 61.3% of the total variance.

As shown in Table 7.13, the two factors which emerged both in the case of students and of teachers, *F1 Individual guidance* and *F2 Group guidance*, were identical in items and similar in percentage of variance. These similarities suggest that both students and teachers identified individual guidance and group guidance as the two main types of guidance activity.

Table 7.13 Helpfulness of Guidance: Comparison of Factor Structure

Students	Teachers
*F1 Individual Guidance (Variance 42.7%)	*F1 Individual Guidance (Variance 44.3%)
* Common: 4 items on individual guidance offered by guidance teachers, school social workers, tutors, and teachers	
# Specific: None	# Specific: None
*F2 Group Guidance (Variance 16.7%)	*F2 Group Guidance (Variance 17.0%)
* Common: 3 items on guidance activities, such as talks, class periods and group programmes	
# Specific: None	# Specific: None

Note:
* Common items
Specific items

Empirical scores for *F1* and *F2* were computed separately for students and teachers by aggregating the item responses of each respondent under each factor (Appendix E Table E5). Univariate analysis findings, as shown in Table 7.14, indicated that teachers, compared with students, perceived both *Individual guidance*

and *Group guidance* as more helpful. This suggests that while both students and teachers agreed on the two main types of school guidance activity, they evaluated their helpfulness differently.

Comparison of the ranking of the mean scores of individual items revealed further inter-group similarities and divergences in views (Table 7.15). In evaluating the helpfulness of the various guidance services, guidance from teachers whom students know ranked as the top for both students and teachers, while group guidance activities ranked the lowest. However, students' views on the helpfulness of group programmes, class periods and talks were divided. Teachers, in contrast, were more positive. Further, guidance by tutors ranked higher for teachers than students. In contrast, guidance from school social workers ranked higher for students.

**Table 7.14 Helpfulness of Guidance:
 Comparison of Strength of Agreement**

Guidance Activities	Students Mean (SD) N(2045)	Teachers Mean (SD) (267)	t (df)
Individual guidance	2.57 (0.76)	1.91 (0.45)	13.99 ** (2287)
Group guidance	3.14 (0.83)	2.35 (0.65)	15.11 ** (2293)

Note:
 * $p<0.01$
 ** $p<0.001$
 NS Non-significant
 Lower scores indicate greater helpfulness

**Table 7.15 Helpfulness of Guidance:
Comparison of Ranking of Mean Scores**

Guidance Activities	Mean (SD)		Rank	
			S	T
1. Talking to tutors	S	2.74 (1.00)	4	
	T	1.86 (0.54)		2
2. Talking to Guidance Teachers	S	2.57 (0.96)	3	
	T	1.98 (0.59)		3
3. Talking to School Social Worker	S	2.48 (1.00)	2	
	T	2.00 (0.69)		4
4. Taking part in group programmes	S	2.97 (1.06)	5	
	T	2.09 (0.77)		5
5. Having talks during form assemblies	S	3.29 (1.05)	7	
	T	2.48 (0.81)		7
6. Class periods	S	3.16 (1.10)	6	
	T	2.46 (0.81)		6
7. Talking privately to teachers whom student knows well	S	2.47 (1.01)	1	
	T	1.75 (0.55)		1

Note:

- S Students' responses [N=2045]
- T Teachers' responses [N=267]
- Bold Students' ranking
- Italics Teachers' ranking

4.4. Improvement of Guidance Services

4.4.1. Comparison of Individual Items: Ranking of Mean Scores and Strength of Agreement

Students were asked to respond to seven items and teachers to fifteen items on ways in which school could improve guidance services. Comparison of students' and teachers' views was conducted on the seven items common to both, first on the ranking of the mean scores, then on the strength of agreement (Table 7.16).

Improving teacher-student relationships and guidance initiated by teachers ranked the top for students. For teachers, enhancing communication with parents and improving teacher-student relationships ranked the top. Group programmes and talks ranked lower for both as means of improvement. However, improvement of

class periods ranked higher for students than teachers.

Comparison of the strength of agreement revealed significant inter-group differences in all seven items. Teachers, more than students, viewed enhancing teacher-student relationships, individual guidance by teachers, and communication with parents, as means of improvement. They also revealed more disagreement than students that school could contribute nothing to such improvement. These findings suggest that both students and teachers were positive about the school's contribution, although teachers showed more agreement than students.

Table 7.16 Improvement of Guidance Services: Comparison of
 Ranking of Mean Scores and Strength of Agreement

Means of Improvement	Mean (SD)		Rank		t (df)
			S	T	
1. Encourage teachers to talk with students about their concerns	S	2.33 (1.00)	2		7.90** (382.31)
	T	1.90 (0.80)		3	
2. Organize more group programmes	S	2.68 (1.06)	5		15.47** (439.71)
	T	1.92 (0.70)		4	
3. Having talks	S	2.78 (1.07)	6		14.19** (439.12)
	T	2.07 (0.71)		5	
4. Teachers guiding students during class periods in ways of dealing with problems	S	2.56 (0.96)	3		8.72** (381.83)
	T	2.11 (0.77)		6	
5. Improve relationships with students	S	2.18 (0.88)	1		8.39** (422.72)
	T	1.83 (0.61)		2	
6. Enhance communication with parents	S	2.57 (1.05)	4		17.35** (509.66)
	T	1.81 (0.60)		1	
7. There isn't anything the school can do	S	3.59 (1.14)	7		-17.88** (468.08)
	T	4.47 (0.66)		7	

Note:

* $p < 0.01$

** $p < 0.001$

S Students' responses [N=2045]

T Teachers' responses [N=267]

Bold Students' ranking

Italics Teachers' ranking

Lower scores indicate greater agreement.

Table 7.17 Improvement of Guidance Services:
Comparison of Factor Structures

Students	Teachers
*F1 Teacher Participation (Variance 36.4%)	*F1 Teacher Participation (Variance 43.2%)
* Common: 4 items on enhancing teacher-student relationships, individual and group guidance by teachers, communication with parents	
# Specific: Having more group programmes, talks, schools' contribution (3 items)	# Specific: Teachers' roles in identifying students' problems, tutors' roles in guidance (2 items)
	#F2 Organization of Guidance Work (Variance 8.7%)
	# Specific: 5 items on improving the management of guidance
	#F3 Work Load & Training (Variance 6.9%)
	# Specific: 3 items referring to lessening workload, providing training in guidance skills, and support of the school principal

Note:

- * Common items
- # Specific items

4.4.2 Comparison of Factor Structures

A principal component analysis of students' responses to seven items on school's improvement of guidance yielded one single factor, accounting for 36.4% of the total variance. Teachers' responses to 15 items, on the other hand, yielded three factors, accounting for 58.8% of the total variance (Appendix E Table E6). As shown in Table 7.17, Students' and Teachers' *F1 Teacher participation* comprised similar items referring to roles of teachers in guidance as a means of school improvement. While additional factors *F2 Organization of guidance work*,

and *F3 Workload & Training* emerged from teachers' responses, the difference in factor structures between students and teachers was primarily due to the larger number of teachers' items, and cannot, therefore, simply be taken as indicating different beliefs on the part of students and teachers.

5. MAJOR KEY FINDINGS

This chapter presents the inter-group agreement and divergence of views between students and teachers on concerns of most junior secondary students, their causal attribution of these difficulties, and their views on school guidance. Appendix E Table E7 presents a summary of key findings.

(1) The global similarities between students and teachers in terms of factor structures reflect a common belief held by both on dimensions of concern experienced by students in general, their causal attribution of students' difficulties, the cause components and their views of various aspects of school guidance. Both students and teachers found *Family related concerns* the most significant dimension. Both identified *Student ability and effort*, *School related causes* and *Family related causes* as the most significant cause components. Despite such similarities, some inter-group divergence in views was revealed. For instance, *Psychological wellbeing* and *School related problems* were more significant dimensions for students but emerged as comparatively less important for teachers. Teachers, in contrast, considered *Maladjusted behaviour* and *Peer relationship problems* as comparatively more important. Students considered *Classroom discipline* as a cause component, a view not shared by teachers, who instead saw *Study method and interest* as a separate component.

Overall, there was more inter-group convergence in the views of students and teachers on school guidance. Both saw guidance as *Problem solving and developmental*, and as *Managing discipline and student behaviour*, perceived *Teachers offering direct guidance* and *Referral to specialists* as two major guidance roles for teachers, and considered *Individual guidance* and *Group guidance* as the

two main types of guidance offered. Both viewed *Teacher participation* as a way for school to improve guidance. Though teachers held a *Remedial view* of guidance, and suggested *Organization of guidance work* and *Workload and training* as ways of improvement, such differences were mainly contributed by teachers being asked to respond to more items.

(2) Comparison of students' and teachers' ratings revealed that the major mismatch between students and teachers was in the strength of their agreement, where significant inter-group differences were found in seven out of ten dimensions of concern and six out of nine cause components. Teachers were more inclined to rate students as concerned about appearance, problems relating to family, peers and learning, their psychological wellbeing, and maladjusted behaviour. They attributed more to student related causes, family, and peer influence, than did students. In contrast, students were more inclined to consider study concerns, and attributed more to school related causes. Despite such divergence, students' and teachers' views did not differ significantly in dimensions relating to educational future, friendship and school, nor in their attribution of causes to curriculum, classroom discipline and meeting expectations.

Significant inter-group difference in the strength of agreement was revealed in their views on school guidance. Teachers agreed to a problem solving and developmental view of guidance and to teachers' role in offering guidance and referral of students to specialists than did students. Students, in contrast, tended more than teachers to have a remedial view of guidance. Further, teachers were more positive than students on the helpfulness of guidance activities and the schools' contribution in the improvement of guidance. However, an inter-group agreement was found in their views of guidance as managing discipline and student behaviour.

(3) Comparison based on the ranking of the mean scores further revealed both similarities and divergences. There was an inter-group agreement that study concerns, friendship and appearance were among students' top concerns, while

alcohol and drug abuse were lesser concerns. Similarly, it was the shared view of both teachers and students that students' difficulties were caused by students' lack of effort, interest, poor study method, peer and media influence, gap in thinking with parents, while teacher handling, peer competition and easy curriculum were less significant causes. Divergence in views was mainly that, for students, future education, class discipline, and heterosexual friendship were top concerns, and boring and difficult lessons, noisy environment, and high parent expectation were top causes. Such views were not shared by teachers who, in contrast, gave high ratings to students' lack of confidence and of goals, and communication problems with parents as top concerns, and to causes relating to parents' communication skills, parental divorce and students' poor foundation. For students, on the other hand, uncaring parents, parental marital problems, peer relationship problems were not important. Neither did they attribute students' difficulties so much to problems at home, peer values and students' lack of ability. Teachers, in contrast, regarded school related problems, worries about Hong Kong's political future and concerns for heterosexual friendship as lesser concerns, and agreed less to school and teacher management as causes.

(4) Overall, comparison of students' and teachers' views showed more inter-group agreement than disagreement to various aspects of school guidance. Both supported guidance as problem solving and developmental, and both agreed less to the views of guidance as remedial and as maintaining discipline. Both ranked highly teacher care, concern and guidance as means of helping students, and gave comparatively less agreement to referrals to guidance specialists. Both considered guidance offered by teachers whom students knew well as helpful, considered the enhancement of teacher-student relationships and individual teacher guidance as means of school improvement of guidance. Both showed ambivalence on the helpfulness of group guidance and having more talks. Despite such inter-group convergence, the findings also show diversity of views. Students gave relatively more importance to the problem solving view than to the developmental view of

guidance, gave a higher ranking to group guidance during class period as a means of helping students and of improving guidance, and gave more positive evaluation to guidance by school social workers. Teachers, on the other hand, gave more importance to guidance as helping students' personal growth and values teaching, ranked teacher individual guidance slightly higher than group guidance during class periods, gave more positive ratings to guidance by tutors than by school social workers, and considered enhancing communication with parents as a comparatively more important means of school improvement.

6. CONCLUSION

In exploring match and mismatch in students' and teachers' perceptions, overall findings revealed significant inter-group similarities in the factor structures, hence suggesting the existence of beliefs about students' concerns, causal explanation of students' difficulties, and school guidance as a means of helping students face their concerns. Mismatch was mainly in the strength of agreement between students and teachers. The present analysis focuses on concerns faced by junior secondary students in general. In the next chapter we will turn to students' views of their own personal concerns and causal explanation, and compare their views with those of their tutors, as a further exploration of the phenomena of match and mismatch in perception.

CHAPTER EIGHT
STUDENTS' PERSONAL CONCERNS,
CAUSES OF PERSONAL DIFFICULTIES:
STUDENTS' AND TUTORS' PERCEPTIONS

1. INTRODUCTION

To provide further evidence on match and mismatch in students' and teachers' perceptions, namely the *inter-group agreement between students and teachers*, the views which students held on their **personal concerns and causes of their own difficulties** (N=2103) were compared with those of their tutors (N=53). This comparison simultaneously shed light on how much tutors were aware of the concerns faced by their students and their causes. Similar to the analysis conducted in Chapter Seven, comparison was made on the factor structures derived from principal component analysis, the strength of agreement, and views on the top and bottom ten concerns and causes. Appendix E Tables E8 to E10 provide statistical details.

2. STUDENTS' PERSONAL CONCERNS

2.1. Comparison of Factor Structures

A principal component analysis (Varimax rotation) was conducted on students' responses to the 40 itemised personal concerns. Nine factors emerged, accounting for 52.2% of the total variance.

On the other hand, a principal component analysis of tutors' responses yielded thirteen factors, accounting for 80.9% of the total variance. The varimax rotation of these thirteen factors failed to converge in 50 iterations. To decide the number of factors to be retained for varimax rotation, the results of the Scree Test were examined. The slope began to level off after the ninth factor. Factors 10 to 13 (eigenvalues 1.25, 1.14, 1.08, and 1.00 respectively), were minor factors, and accounted for 3% or less of the variance. Consequently, the nine-factor solution

yielded the most interpretable factor structure.

As the sample of tutors was quite small ($N=53$) in consideration of the number of items ($N=40$), the factor structure which emerged may not have been fully reliable, and there is less certainty that the same factors would emerge in another sample. However, for the purpose of the present study, the factor structures will be used for comparison. This is noted in the discussion where relevant.

In both cases, the >0.45 criterion was followed in choosing items for the respective dimensions. All items loaded on a single factor in both cases. Table 8.1 shows the comparison of factor structures (Appendix E Table E8 shows the factor items and loadings).

(A) Similarities

Five out of nine dimensions were similar for both students and tutors. The items which constituted these dimensions for students were globally similar to those which formed the dimensions for tutors. Both perceived *Family related concerns*, *Psychological wellbeing*, *School related problems*, *Peer relationship problems*, and *Educational future*, as dimensions of students' personal concerns.

(B) Divergences

(1) The order in which these dimensions emerged, however, was not identical in each case. The percentage of variance accounted for in the case of students was different from that of tutors. *Family related concerns* was the first and most significant factor for students, but the seventh factor for tutors. In the case of tutors, *Psychological wellbeing* was the first and the most important factor, whereas it was second in the case of students. *School related problems*, the third factor extracted in the case of students, emerged as the fifth factor in the case of tutors. For students, *Peer relationship problems* was the fourth factor but the third for tutors. *Educational future*, the sixth factor for students, emerged as the ninth factor for tutors.

(2) Inter-group differences were noted in the composition of the other dimensions. For students, *Maladjusted behaviour* appeared as fifth factor, and *Physical appearance* emerged as seventh. In the case of tutors, *Maladjusted behaviour & Physical appearance* emerged as a single factor and was second in the structure. Similarly, *Friendship* was a separate factor for students, and items on conflicts with parents came under *Family related concerns*. Yet for tutors, *Friendship & Conflicts with parents* formed one single factor.

(3) *Stress and worries*, the fourth factor, and *Academic performance*, the eighth factor, were two dimensions held by tutors but not shared by students. For students, concern for the political future, and parents objecting to them dating, formed a separate factor labelled *Dating & Political future*.

3. CAUSES OF STUDENTS' PERSONAL DIFFICULTIES

A separate principal component varimax analysis was applied on students' responses to the 30 causal items. A clear eight-factor solution resulted, accounting for 55.6% of the total variance. A principal component analysis of tutors' responses, however, yielded nine factors, accounting for 72.3% of the total variance. In both cases, items with loadings > 0.45 were used to interpret the factors. All items loaded significantly on only one factor. Table 8.2 shows the comparison of factor structures (Appendix E Table E9 shows factor loadings and items).

(A) Similarities

Six of the cause components which emerged were the same for both students and tutors. They were *Parental marital problems*, *School related causes*, *Peer influence*, *Meeting expectations*, *Curriculum*, and *Classroom discipline*. The items which grouped under these cause components were in general the same in both cases.

(B) Divergences

(1) Eight factors were extracted from students' responses, but nine factors emerged from those of tutors. This suggested that the way in which different items clustered to form a cause component varied between students and tutors.

(2) The order in which these factors emerged varied. For students, *School related causes* emerged as the first and most significant factor, whereas it constituted the third factor in the case of tutors. *Parental marital problems*, the first factor for tutors, appeared as the fifth factor for students. *Peer influence*, which emerged as the fourth factor in the case of students, was the last factor extracted for tutors. *Classroom discipline*, the eighth factor for students, emerged as the fourth factor for tutors. *Meeting expectations* and *Curriculum*, the fifth and eighth factors for tutors, appeared as the sixth and seventh factors for students.

(3) Inter-group differences were found in the make-up of some factors, notably the way in which items relating to students themselves and their family clustered differently for students and tutors. *Student ability and effort* and *Family related causes* emerged distinctly as two independent second and third factors for students, whereas for tutors, *Family related & Student ability related causes* formed a single second factor, and *Student effort & Study method* was an independent sixth factor. *Media influence* was a specific factor for tutors but not for students.

The above findings suggest that students and tutors held an overall similar belief structure on students' personal concerns and their causes. Differences in the compositions of some factors may have been contributed by the less reliable factor structures derived from tutors' responses.

**Table 8.1 Students' Personal Concerns:
Comparison of Factor Structures**

Students	Tutors
<p>*F1 Family related Concerns (Variance 18.2%)</p> <p>* Common: 4 items on students' relationships with their parents, communication difficulties, parents' marital relationship</p> <p># Specific: Uncaring parents, parents love sibling more (2 items)</p>	<p>*F7 Family related Concerns (Variance 4.4%)</p> <p># Specific: None</p>
<p>*F2 Psychological Wellbeing (Variance 6.9%)</p> <p>* Common: 4 items on meaning and goals in life, goals in studying, self confidence</p> <p># Specific: Stress, depression, suicidal thoughts (3 items)</p>	<p>*F1 Psychological Wellbeing (Variance 24.9%)</p> <p># Specific: Teacher punishment (1 item)</p>
<p>*F3 School related Problems (Variance 5.5%)</p> <p>* Common: 2 items on resistance to school, poor relationships with teachers</p> <p># Specific: School rules, punishment (2 items)</p>	<p>*F5 School related Problems (Variance 5.3%)</p> <p># Specific: Poor class discipline, suicidal thoughts (2 items)</p>
<p>F4 Peer Relationship Problems (Variance 4.8%)</p> <p>* Common: 3 items on poor relationships with peers, peer isolation and bullying</p> <p># Specific: None</p>	<p>*F3 Peer Relationship Problems (Variance 6.9%)</p> <p># Specific: Problems in boyfriend/girlfriend relationships (1 item)</p>
<p>F5 Maladjusted Behaviour (Variance 4.0%)</p> <p>* Common: 3 items on alcohol or drug abuse, association with undesirable peers</p> <p># Specific: None</p>	<p>#F2 Maladjusted Behaviour and Physical Appearance (Variance 9.9%)</p> <p># Specific: Physical appearance, clothing (2 items)</p>

Table 8.1. [continued]

<p>*F6 Educational future (Variance 3.8%) * Common: 2 items on promotion, educational future # Specific: Test anxiety (1 item)</p>	<p>*F9 Educational future (Variance 3.6%) # Specific: None</p>
<p>#F8 Friendship (Variance 3.0%) * Common: 2 items on desire for friendship with both sexes # Specific: None</p>	<p>#F6 Friendship & Conflicts with parents (Variance 4.8%) # Specific: Conflict with parents (2 items)</p>
<p>#F9 Dating & Political future (Variance 2.7%) * Common: None # Specific: Parents' objection to dating, worries about 1997</p>	<p>#F4 Stress and Worries (Variance 6.3%) # Specific: Stress, worries about school performance, 1997, appearance, friendship (6 items)</p>
<p>#F7 Physical Appearance (Variance 3.4%) # Specific: Appearance, clothing (2 items)</p>	<p>#F8 Academic performance (Variance 3.6%) # Specific: School performance, grades (2 items)</p>

Table 8.2 Causes of Students' Personal Difficulties:
Comparison of Factor Structures

Students	Tutors
*F1 School related Causes (Variance 18.6%) * Common: 4 items on school rules, teachers' management, teachers' bias and the punitive system # Specific: Boring lessons (1 item)	*F3 School related Causes (Variance 8.2%) # Specific: None
#F2 Student ability & Effort (Variance 7.6%) * Common: 3 items on lack of effort, interest and study method # Specific: Learning ability, ability and standard (4 items)	#F6 Student effort & Study method (Variance 5.1%) # Specific: None
#F3 Family related Causes (Variance 6.8%) * Common: 2 items on parents' lack of communication skills, and gap in thinking # Specific: Parents' lack of time, need for peer companionship (2 items)	#F2 Family related and Student Ability related Causes (Variance 9.3%) # Specific: Students' poor academic foundation, learning ability, punishment (3 items)
*F4 Peer Influence (Variance 5.5%) * Common: 2 items on conformity to peer norms and peer competition # Specific: Peer pressure on clothing (1 Item)	*F9 Peer Influence (Variance 4.0%) # Specific: Peer companionship (1 Item)
*F5 Parental Marital problems (Variance 4.9%) * Common: 2 items on parental divorce and marital problems # Specific: None	*F1 Parental Marital Problems (Variance 23.7%) # Specific: Parents' lack of time with children (1 item)

Table 8.2 [continued]

*F6 Meeting Expectations (Variance 4.5%) * Common: 2 items on high parental and teacher expectations # Specific: None	*F5 Meeting Expectations (Variance 6.1%) # Specific: None
*F7 Curriculum (Variance 4.1%) * Common: 1 item on difficult lessons # Specific: English Textbooks, easy curriculum (2 items)	*F8 Curriculum (Variance 4.2%) # Specific: Boring lessons (1 item)
*F8 Classroom Discipline (Variance 3.6%) * Common: 2 items on noisy classroom environment, teachers' classroom management # Specific: None	*F4 Classroom Discipline (Variance 7.0%) # Specific: Poor academic standard (1 item)
	#F7 Media Influence (Variance 4.7%) # Specific: Media, learning ability unchallenging lessons (3 items)

**Table 8.3 Students' Personal Concerns and their Causes
Comparison of Strength of Agreement**

	Students N=2103	Tutors N= 53	t (df)
Dimensions of Concern			
Family related concerns	3.80 (0.74)	3.16 (0.60)	6.33 (2137)**
Psychological wellbeing	3.39 (0.72)	2.85 (0.60)	5.21 (2134)**
School related problems	3.49 (0.81)	3.38 (0.79)	NS
Peer relationship problems	3.86 (0.81)	3.20 (0.80)	5.82 (2146)**
Maladjusted behaviour	4.37 (0.75)	3.76 (0.87)	5.81 (2146)**
Physical appearance & Friendship	2.69 (0.65)	2.62 (0.59)	NS
Study concerns & Future	2.27 (0.82)	2.69 (0.75)	-3.63 (2135)**
Cause components			
School related causes	3.00 (0.83)	3.57 (0.46)	-4.98 (2127)**
Student ability & effort	2.98 (0.68)	2.86 (0.75)	NS
Family related causes	3.06 (0.80)	2.36 (0.51)	6.24 (2127)**
Peer influence	3.71 (0.81)	3.19 (0.62)	4.62 (2136)**
Parental marital problems	4.28 (0.98)	2.82 (0.86)	10.60 (2136)**
Meeting expectations	3.17 (0.85)	3.24 (0.76)	NS
Curriculum	3.30 (0.61)	3.39 (0.66)	NS
Classroom discipline	3.21 (0.85)	3.34 (0.87)	NS

Note:

* $p < 0.01$

** $p < 0.001$

NS Non-significant

Lower scores indicate more agreement

4. STUDENTS' AND TUTORS' PERCEPTIONS: COMPARISON OF STRENGTH OF AGREEMENT

To enable a cross comparison of students' and tutors' views, a set of empirical scores was computed based on the factor structures. Further analysis of students' factors indicated that *F9 Dating and political factor* was a minor factor composed of two distinct items and consequently less precise as a dimension. In order to yield a more interpretable and simple structure, varimax-rotated factor solutions from five to nine factors were examined. Among the factor solutions, the varimax-rotated seven-factor solution of students' personal concerns yielded the most interpretable solution, and all items loaded on only one of the factors. Further, the students' eight-factor solution of cause components was found to be the most precise and interpretable solution. Hence, in subsequent analysis, the item responses in each student factor were aggregated to form seven empirical concern scores and eight empirical cause component scores. As already noted, in the case of tutors, the factor structures may not have been fully reliable due to the small sample. Hence empirical scores were derived, based on the student factor structures. Hence, two sets of empirical scores were computed and employed as dependent variables for subsequent statistical analysis.

Univariate analysis indicated that there were significant differences between students and tutors in five out of seven dimensions of concern (Table 8.3). Compared with tutors, students gave a significantly higher rating to study concerns and future, whereas tutors referred more to family related concerns, problems in psychological wellbeing, peer relationships, and maladjusted behaviour.

In causal attribution, significant inter-group differences were identified in four out of eight cause components. Students referred more to school related causes, while tutors referred more to family related causes, parental marital problems and peer influence. Both, however, gave similar ratings to school related problems, physical appearance and friendship, and held similar views on student ability and effort, school curriculum, classroom discipline, and meeting

expectations as causes.

In brief, tutors in general perceived their students as having more problems, and attributed their students' difficulties more to the family and peer systems. Students, in contrast, perceived themselves as having more study concerns and made more attribution to school related causes.

5. COMPARISON OF STUDENTS' TOP AND BOTTOM TEN PERSONAL CONCERNS AND THEIR CAUSES

Comparison of the views of students and tutors based on the ranking of the mean scores of personal concerns and causal items revealed an inter-group consensus (Tables 8.4, 8.5). Both perceived study concerns, appearance, friendship and stress as students' top personal concerns. Both found drug and alcohol use, suicidal thoughts, finding life not meaningful, and having uncaring parents, as lesser concerns. In causal attribution of students' personal difficulties, both referred to students' lack of effort and interest, poor foundation and wrong study methods, need for companionship, and different thinking from parents. Non-challenging curriculum, high teacher expectation and peer competition were the causes least considered.

Table 8.4 Students' and Tutors' Perceptions:
Students' Top and Bottom Ten Personal Concerns

Students	Mean (SD)	Tutors	Mean (SD)
Top Ten Concerns			
*1. To get better grades	1.48 (0.65)	*1. To get better grades	2.03 (0.88)
*19.To have more friends	1.76 (0.82)	*3. Worried about tests and examinations	2.07 (0.89)
*3. Worried about tests and examinations	1.92 (0.86)	*19.To have more friends	2.32 (0.70)
4. Promotion to senior forms	2.25 (1.16)	*35.Feeling stressful	2.32 (0.96)
*35.Feeling stressful	2.58 (1.09)	31.Don't know goals in life	2.32 (0.89)
30.What to do after Secondary 3	2.64 (1.23)	*27.How to dress	2.37 (0.92)
16.Poor class discipline	2.72 (1.07)	*25.How important they are for their friends	2.45 (0.75)
*26.My height and weight	2.74 (1.14)	2. Not doing well in school work	2.51 (1.02)
*27.How to dress	2.77 (1.03)	29.Not confident of themselves	2.55 (0.97)
*25.How important I am for my friends	2.90 (1.15)	*26.Their height and weight	2.64 (0.83)
Bottom Ten Concerns			
*39.Use drugs, cough syrup	4.62 (0.73)	*38.Drinking alcohol	3.98 (0.88)
*38.Drinking alcohol	4.26 (1.03)	*39.Use drugs, cough syrup	3.91 (1.01)
37.Association with undesirable peers outside school	4.25 (0.96)	*36.Thinking of ending their life	3.87 (0.83)
*36.Thinking of ending my life	4.12 (1.10)	14.Not relating well with teachers	3.73 (0.74)
*11.Parents are not caring to me	4.03 (0.91)	17.Feeling resistant against school	3.55 (0.97)
22.Being isolated by peers	3.98 (0.94)	40.Worried about 1997	3.52 (0.85)
7. Not relating well with parents	3.96 (0.97)	*11.Parents are not caring	3.41 (0.95)
23.Bullied/teased by peers	3.82 (0.99)	8. Parents are too strict with them	3.38 (0.81)
21.Not relating well with peers	3.78 (0.96)	*34.Feeling life not meaningful	3.39 (0.91)
*34.Feeling life not meaningful	3.72 (1.05)	6. Homework too diffi- cult and too much	3.34 (0.92)

Note:
* Items common to both students and tutors
Lower scores indicate more agreement

**Table 8.5 Students' and Tutors' Perceptions:
Top and Bottom Ten Causes of Students' Personal
Difficulties**

Students	Mean (SD)	Tutors	Mean (SD)
Top Ten Causes			
*25.Need to have friends to be together for sharing	2.46 (1.14)	*25.Need to have friends to be together for sharing	1.96 (0.55)
2. Lessons too boring	2.48 (1.03)	29.Being led by the mass media	1.94 (0.69)
*19.Parents think differently from me	2.76 (1.17)	+17.Parents are too busy	2.41 (0.82)
*8. I am lazy and do not work hard enough	2.76 (1.11)	*11.Improper study methods	2.49 (0.77)
*11.My study method is not right	2.84 (0.94)	*19.Parents think differently from them	2.52 (0.73)
5. My learning ability is not good	2.94 (1.02)	+15.Parents don't know how to talk to them	2.50 (0.78)
*10.I am not interested in school work	2.98 (1.01)	*10.Not interested in school work	2.59 (0.93)
#23.Punishment is too heavy	3.00 (1.17)	*7. Poor foundation in primary school	2.69 (1.14)
13.Parents expect too much of me	3.02 (1.10)	*8. Lazy and do not work hard enough	2.79 (1.08)
*7. I did not do that well in primary school	3.02 (1.16)	+18.Parents are separated/divorced	2.80 (0.91)
Bottom Ten Causes			
+18.Parents are separated/divorced	4.38 (1.04)	*4. Lessons are too easy and not challenging	3.98 (0.84)
16.Parents have problems in their marriage	4.17 (1.10)	#23.Punishment is too heavy	3.81 (0.75)
26.All my friends have boyfriends/girlfriends	3.91 (1.04)	22.School rules are too strict	3.76 (0.68)
*4. Lessons are too easy and not challenging	3.82 (0.95)	21.Teachers are too strict	3.72 (0.63)
*27.Competition in class affecting friendship	3.64 (1.09)	20.Teachers are biased against them	3.60 (0.79)
+17.Parents are too busy to be with me or talk with me	3.63 (1.16)	24.Teachers are too lax in classroom management	3.59 (0.77)
28.Need to be trendy / fashionable so as not to be teased by peers	3.57 (1.13)	*12.Teachers expect too much	3.34 (0.90)
30.Teachers are biased against me	3.53 (1.08)	*27.Competition in class affecting friendship	3.34 (0.88)
+15.Parents don't know how to talk with me	3.37 (1.15)	1. Lessons are too difficult	3.32 (1.01)
*12.Teachers expect too much of me	3.34 (0.91)	9. Poor memory	3.23 (0.99)

Table 8.5 continued

Note:

- * Items ranked by both students and teachers as among top or bottom ten causes respectively
 - # Items ranked among top ten causes by students but among bottom ten causes by teachers
 - + Items ranked among bottom ten causes by students but among top ten causes by teachers
- Lower scores indicate more agreement

Divergence between students' and teachers' views, however, was also identified. Students cited educational future and poor class discipline as among their top ten concerns, whereas tutors referred to poor school performance, and students' lack of confidence and goals. Relationships problems with parents and peers were perceived by students as lesser concerns; tutors, in contrast, regarded students' relationship problems with teachers and schools, or being worried about Hong Kong's political future, as less significant. Further, for students, boring lessons, poor learning ability, and high parent expectation were among the top ten causes. For tutors, media influence was one of the top ten causes. On their part, students considered peer influence, parents' marital problems, and teachers' bias as lesser causes. Tutors referred instead to strict school rules, teacher management, difficult lessons, and students' poor memory as less significant. More divergence in views was identified in students perceiving heavy punishment as among the top ten causes, whereas tutors perceived it among the bottom ten. Again, while students perceived parental separation / divorce or parents' communication style as among the bottom ten causes, tutors perceived them within the top ten.

6. MAJOR KEY FINDINGS

Comparison of the responses of students and tutors revealed considerable match and mismatch in perception (Appendix E Table E10 presents the comparison).

(1) In brief, exploration of the factor structures held by students and tutors demonstrated certain inter-group similarities. Like students, tutors identified

Family related concerns, Psychological wellbeing, School related problems, Peer relationship problems, and Educational future, as dimensions of students' personal concerns, though the order in which these dimensions emerged was not identical. Divergence was mainly in tutors, unlike students, holding *Stress & Worries* and *Academic performance* as two distinct dimensions. In addition, tutors saw *Maladjusted behaviour & Physical appearance* and *Friendship & Conflicts with parents* as two dimensions, while students perceived *Maladjusted behaviour, Physical appearance* and *Friendship* as three separate dimensions. These differences may result from the possibly less reliable factor structures derived from tutors' responses, rather than reflect a difference in structure of beliefs. In causal attribution, both students and tutors also held a similar structure of belief. Both perceived *Parental marital problems, School related causes, Peer influence, Meeting expectations, Curriculum and Classroom discipline* as cause components. Tutors, however, perceived *Student effort & Study method* and *Media influence* as separate cause components.

(2) Mismatch in views between students and tutors consisted more in the strength of their agreement. Overall, tutors tended to consider their students as having more problems in family and peer relationships, psychological wellbeing, and maladjusted behaviour, but less concern for their study and future. Further, tutors differed from students in referring less to school related causes, but more to family related causes, parental marital problems, peer influence. Despite these mismatches in views, there was inter-group consensus between tutors and students in their views on physical appearance and friendship, and school related problems as students' personal concerns, and in referring to student ability and effort, meeting expectations, curriculum, and classroom discipline as causes.

(3) Further evidence of inter-group consensus was identified in the ranking of the top and bottom ten concerns and causes. Study concerns, friendship, appearance and stress were perceived as students' top personal concerns. Drug and alcohol abuse, suicidal thoughts, uncaring parents were lesser concerns. Students'

lack of interest and effort, poor foundation and generation gap were seen as more important causes, while peer competition, non-challenging lessons, or high teacher expectation were less important. Divergence in perception was identified mainly in students giving less emphasis to relationships with parents and peers as personal concerns, while tutors gave less importance to students having relationship problems with teachers and school. Further, tutors referred to family related causes as more important, but students saw them as the least of all causes. Tutors referred less to school and teacher management, while students did not attribute much cause to peer influence.

7 CONCLUSION

Comparison of students' and tutors' views revealed an overall similarity in the structure of beliefs, which suggests the existence of beliefs shared by both students and tutors about students' personal concerns and their causal explanation. Divergence in views was found mainly in the strength of agreement between students and tutors, and in their ranking of some of the top and bottom ten concerns and causal items. Lastly, the present findings, which focus on students' and tutors' perceptions of students' personal concerns and causation, are in general similar to those presented in Chapter Seven, which compares students' and teachers' views of concerns faced by most students in general and their causal attribution. Hence, these findings provide further evidence on match and mismatch in students' and teachers' perceptions.

CHAPTER NINE

STUDENTS' AND TEACHERS' PERCEPTIONS: EFFECTS OF SCHOOL AND PERSONAL CHARACTERISTICS

1. INTRODUCTION

In investigating match and mismatch in students' and teachers' views, this study also looked at the question whether students' and teachers' perceptions were associated with school characteristics and with their personal characteristics. Hence, it explored the level of intra-group agreement in the beliefs held within the student group and the teacher group.

This Chapter presents first of all the association of school characteristics (i.e. banding, guidance focus and streaming) with students' and teachers' perceptions, and then the association of personal characteristics such as gender, age (for students), length of teaching experience (for teachers). Analysis will focus on students' and teachers' perceptions of concerns faced by **most junior secondary students**, their causal attribution, and their views on guidance.

For the purpose of investigation, the empirical scores based on factor structures were computed separately for students and teachers, and employed as dependent variables (Chapter Seven, Sections 2.2, 3.2, 4.1.2, 4.2.1, 4.3 on the computation of empirical scores). These empirical scores include ten scores on students' concerns, nine on cause components, three on the meaning of guidance, two on the guidance role of teachers, and two on types of guidance activities. However, for school improvement of guidance, the dependent variables were students' responses to the individual items, and, in the case of teachers, empirical scores computed for each factor. Appendix F Tables F1 to F16 provide details of the statistical analysis.

The association of personal and school characteristics with students' and tutors' perceptions of students' personal concerns and causal explanation are given

in Appendices G and J for cross reference.

**Table 9.1 Students' Concerns and Cause Components:
Banding and Guidance Focus Main Effects and
Interaction Effects**

		Band		Guidance focus		F		
		Top	Low	PAB	REM	Banding	Guidance	Inter-
		S N(1141)	(706)	(1289)	(558)		Focus	action
		T N(114)	(75)	(122)	(67)			
Dimensions of Concern								
Family related concerns	S	3.25 (0.67)	3.24 (0.73)	3.23 (0.68)	3.28 (0.71)	0.48	2.04	1.98
	T	2.84 (0.62)	2.58 (0.58)	2.78 (0.57)	2.68 (0.68)	7.41*	0.44	2.99
Psychological wellbeing	S	3.24 (0.79)	3.16 (0.84)	3.22 (0.82)	3.18 (0.79)	3.67	0.25	11.80*
	T	2.59 (0.82)	2.21 (0.64)	2.56 (0.81)	2.22 (0.67)	4.56	1.39	0.73
School related problems	S	3.15 (0.71)	2.82 (0.73)	3.08 (0.73)	2.88 (0.73)	68.82**	5.32	15.21**
	T	3.24 (0.65)	2.66 (0.56)	3.21 (0.64)	2.63 (0.57)	12.88**	9.54**	4.72
Maladjusted behaviour	S	3.89 (0.82)	3.63 (0.88)	3.84 (0.85)	3.67 (0.84)	29.24**	4.27	23.27**
	T	3.64 (0.65)	3.03 (0.60)	3.54 (0.68)	3.16 (0.65)	26.04**	0.11	6.17
Peer relationship problems	S	3.43 (0.83)	3.46 (0.86)	3.46 (0.84)	3.42 (0.84)	0.82	1.08	7.17*
	T	2.57 (0.86)	2.74 (0.72)	2.59 (0.83)	2.72 (0.75)	0.89	0.73	1.85
Physical appearance	S	2.60 (0.84)	2.65 (0.84)	2.56 (0.84)	2.74 (0.83)	0.05	17.92**	4.63
	T	2.33 (0.65)	2.25 (0.70)	2.32 (0.62)	2.25 (0.74)	0.20	0.71	1.14
Study concerns	S	1.97 (0.68)	2.09 (0.72)	1.97 (0.69)	2.11 (0.73)	5.99	7.75*	0.69
	T	2.13 (0.66)	2.78 (0.82)	2.22 (0.73)	2.69 (0.80)	18.36**	0.89	8.17*
Learning problems	S	2.92 (0.94)	2.82 (0.96)	2.89 (0.92)	2.93 (1.01)	1.29	1.37	0.09
	T	2.39 (1.02)	2.40 (0.97)	2.33 (0.98)	2.52 (1.02)	1.02	0.57	0.74
Friendship	S	2.16 (0.81)	2.04 (0.77)	2.11 (0.79)	2.14 (0.80)	12.95**	4.07	0.61
	T	2.21 (0.65)	2.29 (0.71)	2.21 (0.66)	2.29 (0.70)	0.28	0.11	2.18
Future	S	2.78 (1.06)	2.55 (1.06)	2.70 (1.07)	2.69 (1.02)	21.07**	1.77	7.64**
	T	2.96 (1.04)	2.77 (0.93)	2.95 (1.02)	2.77 (0.97)	0.59	0.26	1.06

Table 9.1 continued

		Band		Guidance focus		Banding	F	
		Top	Low	PAB	REM		Guidance Focus	Inter-action
		S N(1141)	(706)	(1289)	(558)			
		T N(114)	(75)	(122)	(67)			
Cause Components								
Student ability & effort	S	3.15 (0.66)	2.88 (0.69)	3.06 (0.68)	3.02 (0.69)	74.16**	3.19	40.08**
	T	3.08 (0.81)	2.05 (0.50)	2.98 (0.85)	2.12 (0.57)	43.62**	9.08*	8.07*
School related causes	S	3.05 (0.84)	2.85 (0.81)	3.21 (0.85)	2.89 (0.80)	18.39**	2.02	2.31
	T	3.60 (0.69)	3.57 (0.75)	3.60 (0.66)	3.58 (0.80)	0.02	0.01	0.22
Family related causes	S	3.31 (0.70)	3.25 (0.75)	3.29 (0.73)	3.27 (0.70)	3.15	0.03	5.49
	T	2.41 (0.69)	2.20 (0.66)	2.38 (0.67)	2.22 (0.71)	2.15	0.20	0.04
Peer influence	S	3.22 (0.87)	3.19 (0.98)	3.25 (0.91)	3.11 (0.89)	0.10	8.94*	3.69
	T	2.85 (0.82)	2.67 (0.74)	2.84 (0.78)	2.66 (0.81)	0.65	0.63	1.16
Generation gap	S	2.71 (0.95)	2.65 (1.02)	2.64 (0.97)	2.82 (0.97)	7.12*	18.84**	2.57
	T	2.34 (0.74)	2.33 (0.76)	2.34 (0.73)	2.35 (0.75)	0.04	0.04	2.96
Meeting expectations	S	2.94 (0.79)	2.86 (0.84)	2.88 (0.82)	2.95 (0.77)	6.74*	5.57	1.43
	T	2.82 (0.82)	3.35 (0.79)	2.85 (0.82)	3.35 (0.80)	5.97	3.82	2.51
Curriculum	S	2.68 (0.74)	2.77 (0.74)	2.72 (0.73)	2.71 (0.76)	6.54	0.66	1.13
	T	2.76 (0.76)	2.83 (0.79)	2.77 (0.74)	2.82 (0.82)	0.22	0.01	0.27
Classroom discipline	S	3.12 (0.82)	2.87 (0.84)	3.04 (0.86)	2.96 (0.79)	32.9**	0.00	10.26*
	T	3.26 (0.84)	2.82 (0.65)	3.28 (0.78)	2.71 (0.68)	1.52	12.28*	4.16
Study method and interest	S	2.83 (0.78)	2.71 (0.77)	2.79 (0.78)	2.79 (0.78)	12.28**	1.92	8.99*
	T	2.38 (0.75)	1.95 (0.58)	2.30 (0.73)	2.04 (0.67)	10.61*	0.01	0.11

Note:

- * $p<0.01$
- ** $p<0.001$
- S Students' responses
- T Teachers' responses
- PAB Preventive, Both Preventive & Remedial
- REM Remedial
- df Student sample ranges from 1825 to 1847
- df Teacher sample ranges from 181 to 186
- Lower scores indicate more agreement

Table 9.2 School Guidance: Effects of Banding and Guidance Focus

		Band		Guidance focus		F		
		Top	Low	PAB	REM	Banding	Guidance	Inter-
		S N(1141)	(706)	(1289)	(558)		Focus	action
		T N(142)	(95)	(155)	(82)			
(1) Meaning of guidance								
Problem solving & developmental	S	2.22	2.31	2.25	2.28	7.13*	0.00	3.69
		(0.68)	(0.68)	(0.68)	(0.69)			
	T	1.76	1.82	1.79	1.76	2.42	1.56	1.01
		(0.49)	(0.45)	(0.46)	(0.50)			
Managing discipline & student behaviour	S	2.71	2.63	2.73	2.58	0.61	10.22**	12.94**
		(0.79)	(0.77)	(0.78)	(0.77)			
	T	2.67	2.60	2.65	2.62	0.51	0.00	0.03
		(0.65)	(0.74)	(0.70)	(0.67)			
Remedial	S	2.72	2.65	2.75	2.57	0.00	10.58**	6.21
		(1.17)	(1.10)	(1.17)	(1.08)			
	T	2.94	2.94	2.91	3.00	0.16	0.51	1.34
		(1.09)	(1.16)	(1.09)	(1.17)			
(2) Guidance Role of Teachers								
Teachers offering direct guidance	S	2.51	2.56	2.52	2.56	2.74	0.90	0.15
		(0.49)	(0.53)	(0.48)	(0.55)			
	T	2.27	2.27	2.28	2.24	0.31	1.09	0.04
		(0.36)	(0.35)	(0.37)	(0.35)			
Referral to specialists	S	3.10	2.93	3.07	2.95	8.78*	1.92	7.05*
		(0.97)	(0.93)	(0.96)	(0.94)			
	T	2.19	2.28	2.27	2.16	3.33	3.58	0.45
		(0.62)	(0.75)	(0.66)	(0.70)			
(3) Helpfulness of Guidance Activities								
Individual guidance	S	2.54	2.62	2.57	2.53	6.98*	4.00	0.11
		(0.74)	(0.80)	(0.76)	(0.78)			
	T	1.86	1.95	1.93	1.84	6.48	3.19	1.89
		(0.43)	(0.52)	(0.48)	(0.45)			
Group guidance	S	3.17	3.15	3.19	3.10	0.01	3.95	1.14
		(0.81)	(0.86)	(0.81)	(0.87)			
	T	2.31	2.42	2.34	2.38	1.35	0.04	0.03
		(0.62)	(0.72)	(0.69)	(0.60)			
(4) School Improvement of Guidance: (i) Teachers' Perception								
Teacher participation	T	1.88	1.95	1.89	1.95	0.34	0.22	0.08
		(0.52)	(0.58)	(0.55)	(0.54)			
Organization of Guidance Work	T	1.92	2.01	1.94	1.99	1.16	0.00	0.01
		(0.52)	(0.56)	(0.56)	(0.50)			
Work Load & Training	T	1.52	1.57	1.54	1.53	1.17	0.48	0.88
		(0.49)	(0.48)	(0.49)	(0.48)			

Table 9.2 continued

		Band		Guidance focus		F		
		Top	Low	PAB	REM	Banding	Guidance	Inter-
		S N(1141)	(706)	(1289)	(558)		Focus	action
(4) School Improvement of Guidance: (ii) Students' Perception								
1. Encourage teachers to talk with students about their concerns	S	2.30 (0.99)	2.35 (1.02)	2.31 (0.99)	2.34 (1.02)	0.95	0.01	0.43
2. Organize more group programmes	S	2.70 (0.03)	2.69 (0.04)	2.71 (1.06)	2.65 (1.09)	0.15	1.35	0.00
3. Having talks	S	2.84 (1.07)	2.68 (1.09)	2.82 (1.08)	2.69 (1.08)	6.09	1.83	7.84*
4. Teachers guiding students during class periods in ways of dealing with problems	S	2.50 (0.95)	2.65 (1.01)	2.53 (0.97)	2.61 (1.00)	7.41*	0.24	0.13
5. Improve relationships with students	S	2.08 (0.81)	2.29 (0.96)	2.12 (0.83)	2.25 (0.97)	19.73**	1.24	0.04
6. Enhance communication with parents	S	2.57 (1.03)	2.56 (1.01)	2.57 (1.06)	2.56 (1.06)	0.08	0.00	1.27
7. There isn't anything the school can do	S	3.75 (1.09)	3.44 (1.19)	3.71 (1.14)	3.46 (1.13)	21.68**	6.17	3.46

Note:

- * $p < 0.01$
- ** $p < 0.001$
- S Students' responses
- T Teachers' responses
- PAB Preventive, Both Preventive & Remedial
- REM Remedial
- df Student sample ranges from 1826 to 1847
- df Teacher sample ranges from 231 to 235
- Lower scores indicate more agreement

2. SCHOOL CHARACTERISTICS: EFFECTS OF BANDING AND GUIDANCE FOCUS

To analyse the association between students' and teachers' perceptions and the school variables of banding and guidance focus, a 2 x 2 factorial design was adopted, comparing the two levels of school banding (Top Band v. Low Band) and two levels of guidance focus (Preventive and Both Preventive & Remedial [PAB] vs. Remedial [REM]). For this purpose, students and teachers from a Mixed Band school were excluded from the analysis. Two-way ANOVAs were then conducted separately for students and teachers (Tables 9.1 and 9.2 show the means, SD, and the *F* values).

2.1. Main Effect of Banding

2.1.1. Banding Effect: Students' Perception

As shown in Table 9.1, Two-way ANOVAs of students' responses revealed a significant main effect of banding in four out of ten dimensions of concern (*School related problems, Maladjusted behaviour, Friendship, and Future*). Moreover, three of these four dimensions also showed a significant interaction effect of banding and guidance focus. *Friendship* was the dimension which showed only a significant main banding effect, where Low Band students agreed more to this dimension than did Top Band students.

Further, a significant main banding effect was revealed in six out of nine cause components (*Student ability and effort, School related causes, Generation gap, Meeting expectations, Classroom discipline, Study method and interest*). Three of these six cause components also showed a significant interaction effect. For cause components which showed only a significant main banding effect, Low Band students referred more to *School related causes, Meeting expectations* and *Generation gap* than did Top Band students.

Table 9.2 illustrates the main banding effects on students' perception of school guidance. A significant main banding effect was found for *Problem solving*

& *developmental views* and *Individual guidance*, where Top Band students indicated more agreement than did Low Band students. Regarding school improvement of guidance, the main effect of banding was significant for Items 4, 5 and 7. Top Band students, compared with Low Band students, agreed more on improving teacher-student relationships and group guidance during class periods as the school's means of improvement. They were also more positive than Low Band students on the school's contribution to improving guidance services.

A main banding effect was apparent for *Referral to specialists*, and a significant banding by guidance focus interaction effect was also shown.

2.1.2. Banding Effect: Teachers' Perception

Results of the Two-way ANOVAs on teachers' responses, on the other hand, revealed a significant main effect of banding in four dimensions (*Family related concerns*, *School related problems*, *Maladjusted behaviour*, *Study concerns*) and in two cause components (*Student ability and effort*, *Study method and interest*). One dimension (*Study concerns*) and one cause component (*Student ability and effort*), with significant main banding effect, also showed a significant interaction effect. Teachers in Low Band schools, compared with those in Top Band schools, perceived students having more *School related problems*, *Maladjusted behaviour*, and *Family related concerns*. They attributed students' difficulties more to *Study method and interest*. Teachers' views on various aspects of school guidance, however, were not associated with school banding.

2.2. Main Effect of Guidance Focus

2.2.1. Guidance Focus Effect: Students' Perception

The association of the school's guidance focus with students' views of students' concerns and their causes was less apparent. As shown in Table 9.1, a significant main guidance focus effect was found in two out of ten dimensions (*Physical appearance*, *Study concerns*) and in two out of nine cause components

(*Peer influences, Generation gap*). Students in PAB schools, compared with students in REM schools, referred more to care for *Physical appearance* and *Study concerns* as concerns for most students. Students in REM schools, however, referred more to *Peer influence* but less to *Generation gap* as causes.

The school's guidance focus, however, had more apparent association with students' views on the meaning of guidance. Significant effects were identified in two out of three views. Students in REM schools, compared with those in PAB schools, gave more agreement to guidance as *Remedial*. Students' view on guidance as *Managing discipline & student behaviour*, however, also showed a significant banding by guidance focus interaction effect.

The school's guidance focus, on the other hand, had little association with other aspects of school guidance, as no significant main guidance focus effect was found in students' perception of the guidance role of teachers, their evaluation of the helpfulness of guidance activities, or their views on school improvement of guidance services.

2.2.2. Guidance Focus Effect: Teachers' Perception

For the teacher sample, the guidance focus main effect was even less apparent, where a significant effect was found in only one dimension (*School related problems*) and two cause components (*Student ability and effort, Classroom discipline*). Even then, a significant banding by guidance focus interaction effect was apparent in one of these two cause components (*Student ability and effort*). For the dimension and cause component showing only main guidance focus effect, teachers in REM schools perceived students having more *School related problems*, and attributed students' difficulties more to *Classroom discipline* than did their counterparts in PAB schools.

In contrast with students, teachers' views on the meaning of guidance were not associated with the school guidance focus, nor were their views on the guidance role of teachers, their evaluation of guidance activities, or their views on

school improvement of guidance.

Table 9.3 Means and SD of Four Student Groups in Dimensions of Concern, Cause Components and Aspects with Significant Interaction

Focus	Top Band Mean (SD)	Low Band Mean (SD)
<i>Psychological wellbeing</i>		
PAB	3.27 (0.79)	3.10 (0.88)
REM	3.10 (0.79)	3.22 (0.78)
<i>School related problems</i>		
PAB	3.19 (0.69)	2.79 (0.74)
REM	2.95 (0.76)	2.85 (0.71)
<i>Maladjusted behaviour</i>		
PAB	3.95 (0.79)	3.57 (0.93)
REM	3.63 (0.86)	3.69 (0.83)
<i>Peer relationship problems</i>		
PAB	3.47 (0.81)	3.43 (0.92)
REM	3.29 (0.89)	3.50 (0.80)
<i>Future</i>		
PAB	2.80 (1.06)	2.44 (1.06)
REM	2.71 (1.07)	2.67 (0.99)
<i>Student ability & effort</i>		
PAB	3.19 (0.65)	2.74 (0.68)
REM	3.02 (0.72)	3.03 (0.67)
<i>Classroom discipline</i>		
PAB	3.14 (0.82)	2.80 (0.84)
REM	2.99 (0.84)	2.94 (0.76)
<i>Study method & interest</i>		
PAB	2.85 (0.77)	2.62 (0.76)
REM	2.78 (0.82)	2.80 (0.76)
<i>Managing discipline & student behaviour</i>		
PAB	2.76 (0.76)	2.63 (0.83)
REM	2.47 (0.85)	2.64 (0.70)
<i>Referral to Specialists</i>		
PAB	3.14 (0.95)	2.89 (0.98)
REM	2.92 (1.04)	2.96 (0.88)
<i>Having Talks</i>		
PAB	2.89 (1.05)	2.64 (1.14)
REM	2.64 (1.13)	2.72 (1.06)

Note:

PAB Preventive, Both Preventive & Remedial
 REM Remedial
 Lower scores indicate more agreement

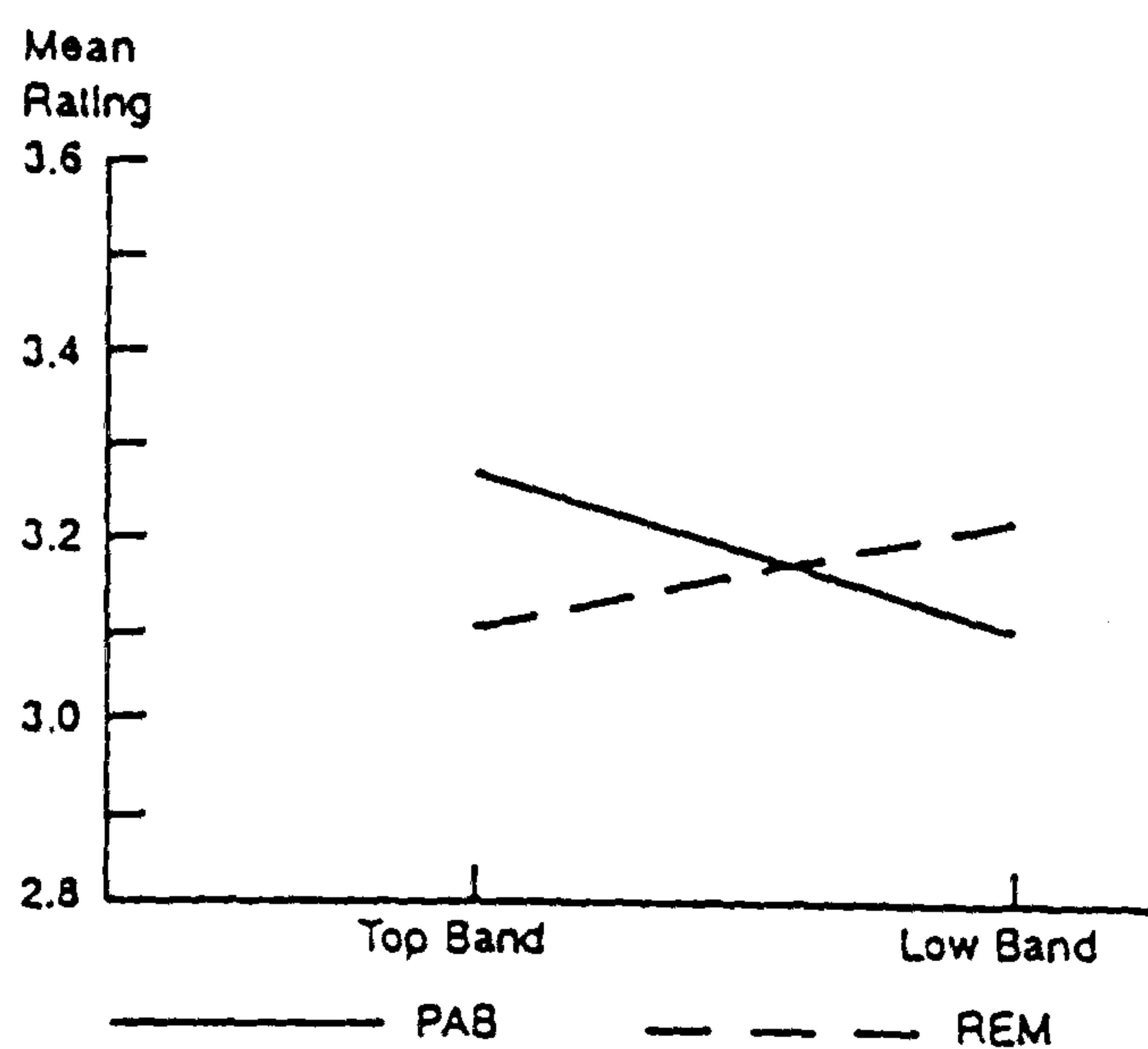


Figure 9.1
Students' Perception: Interaction of Banding and Guidance Focus for *Psychological wellbeing*

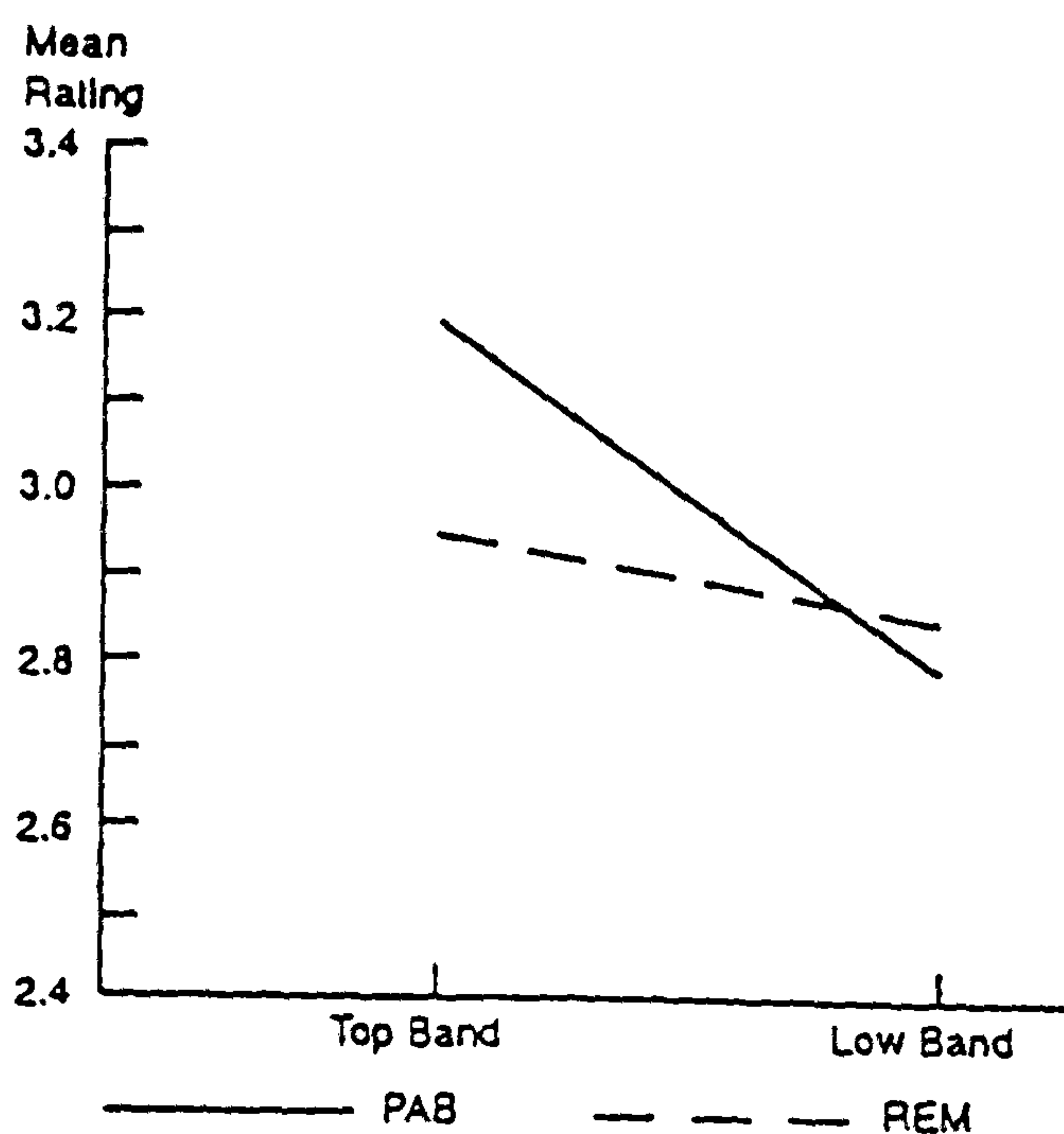


Figure 9.2
Students' Perception: Interaction of Banding and Guidance Focus for *School related problems*

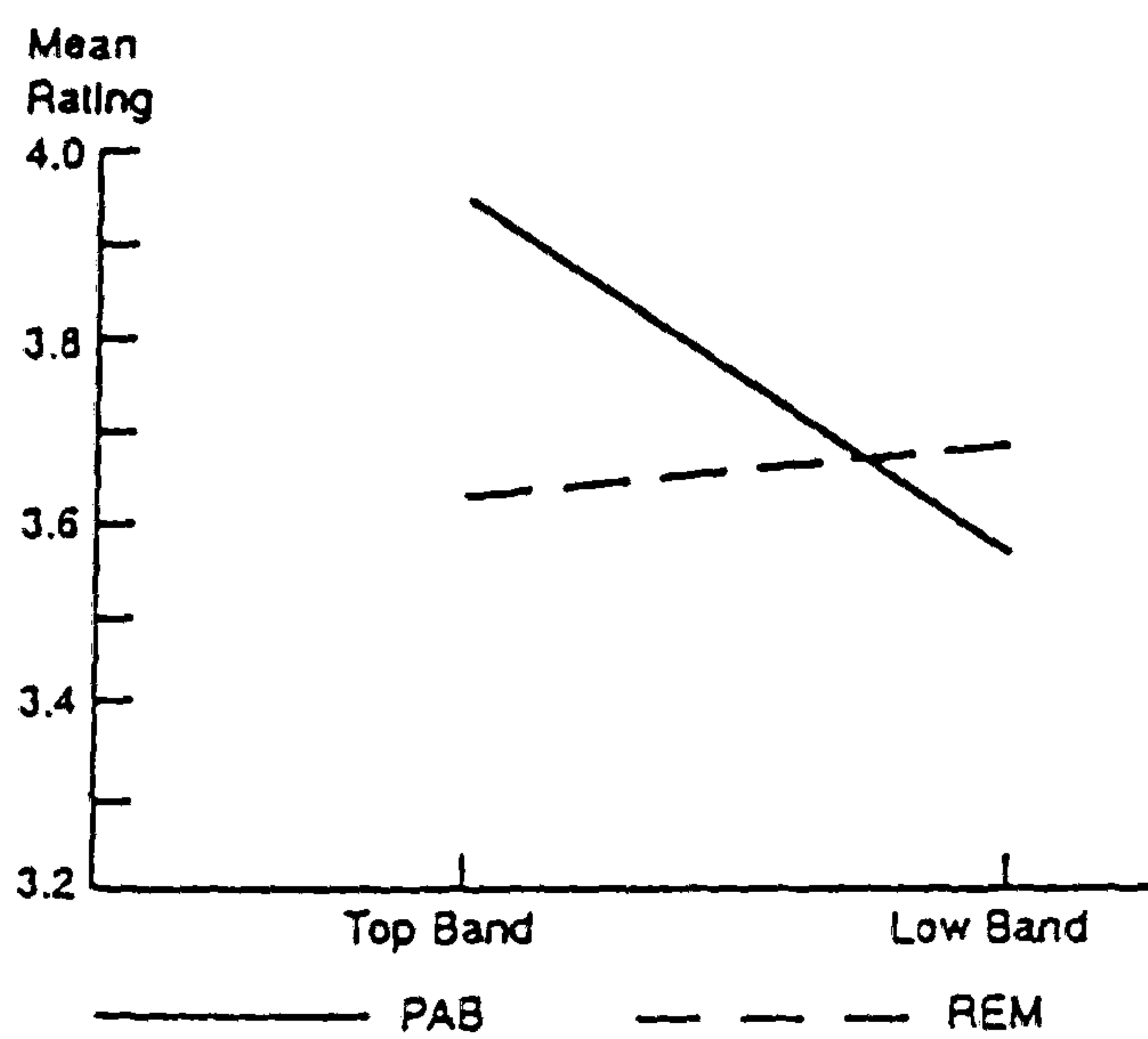


Figure 9.3
Students' Perception: Interaction of Banding and Guidance Focus for *Maladjusted behaviour*

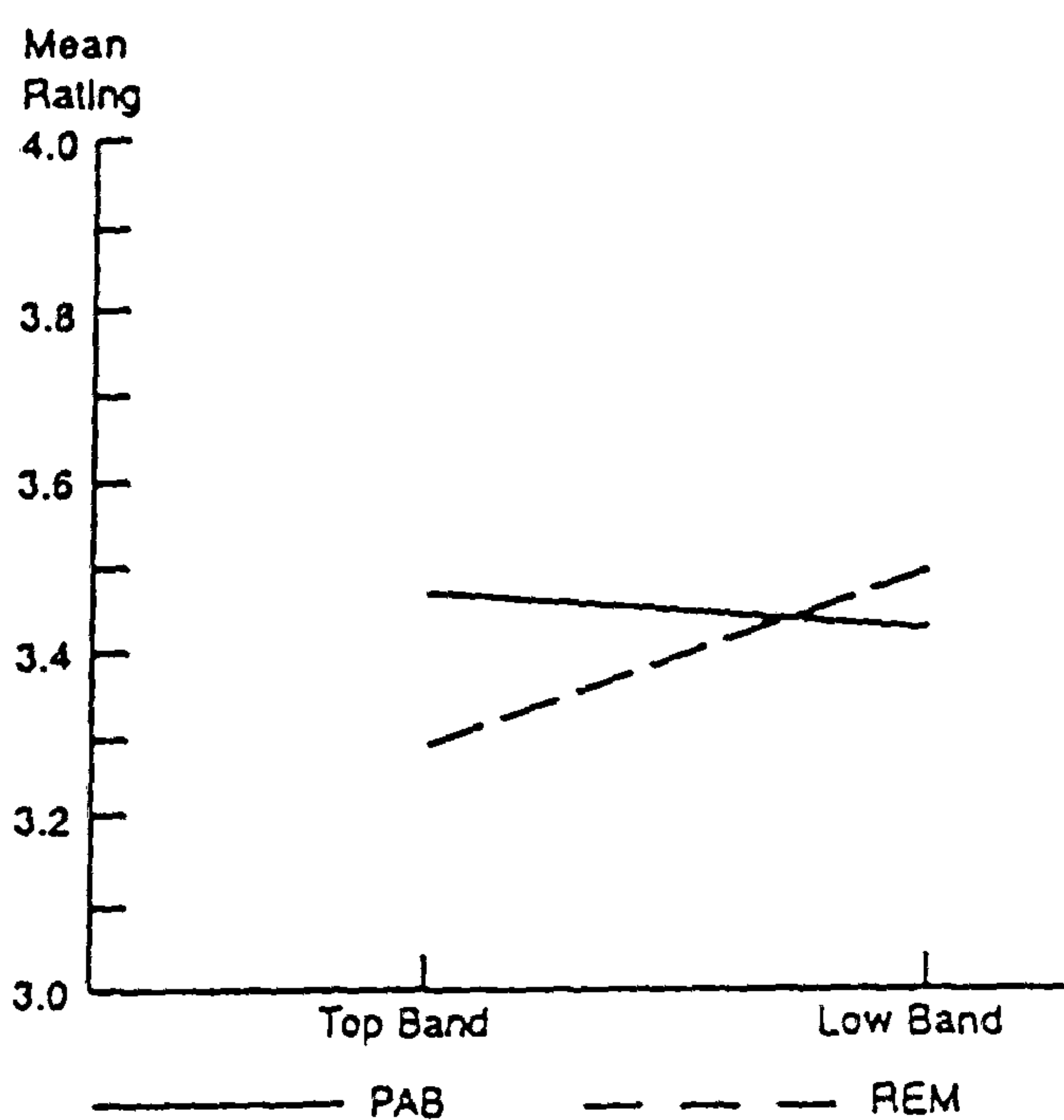


Figure 9.4
Students' Perception: Interaction of Banding and Guidance Focus for *Peer relationship problems*

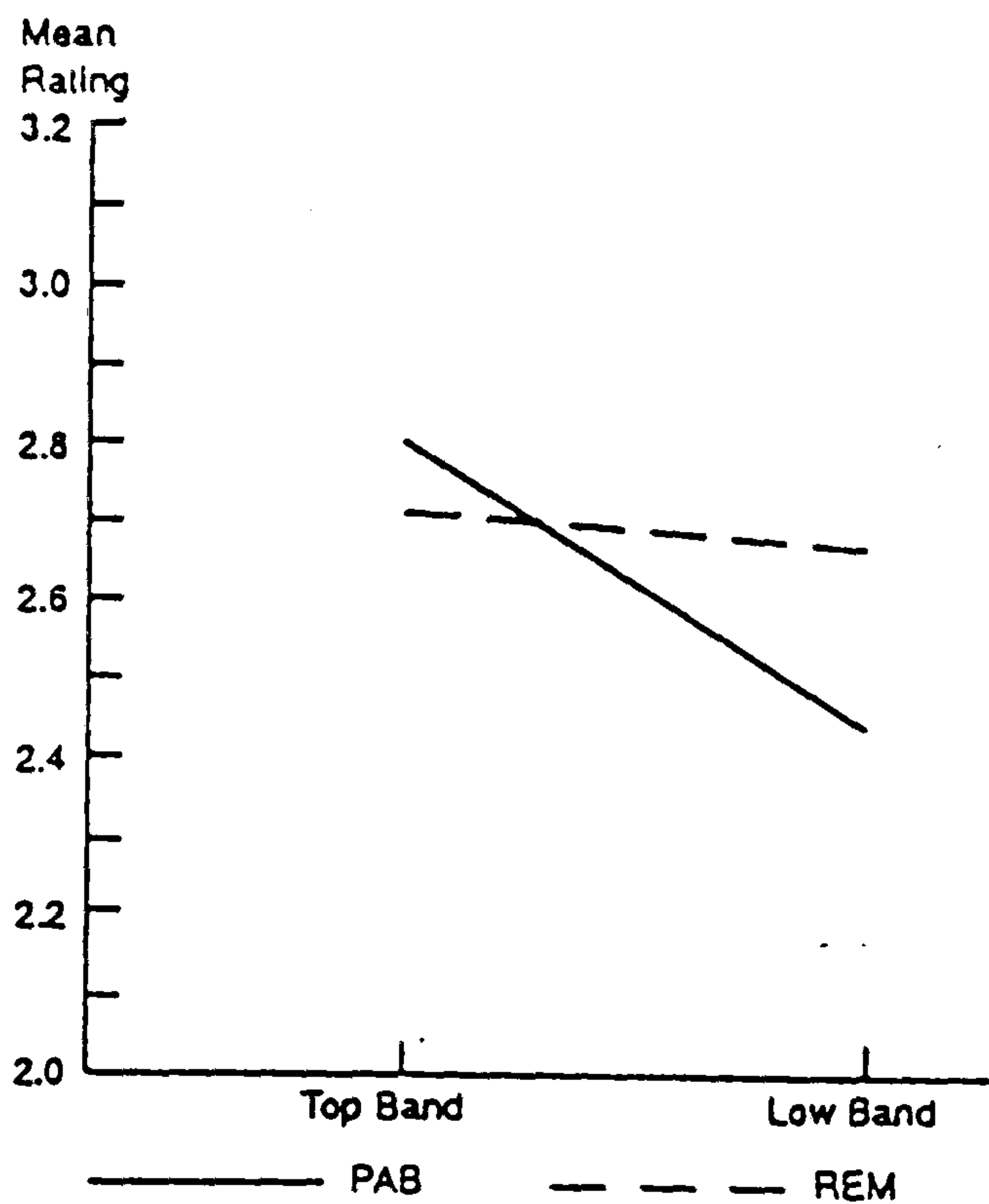


Figure 9.5
Students' Perception: Interaction of Banding and Guidance Focus for *Future*

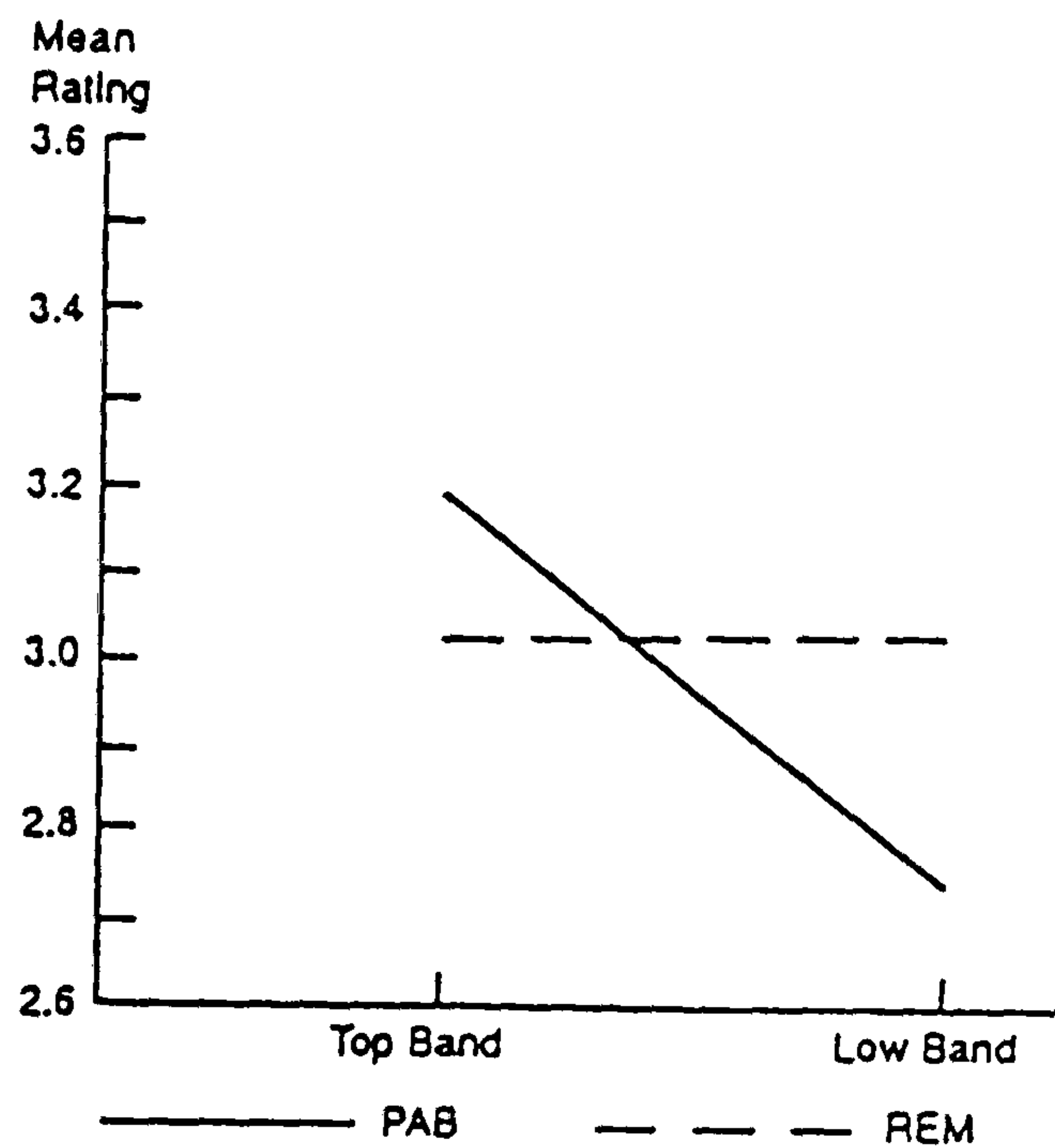


Figure 9.6
Students' Perception: Interaction of Banding and Guidance Focus for *Student ability & effort*

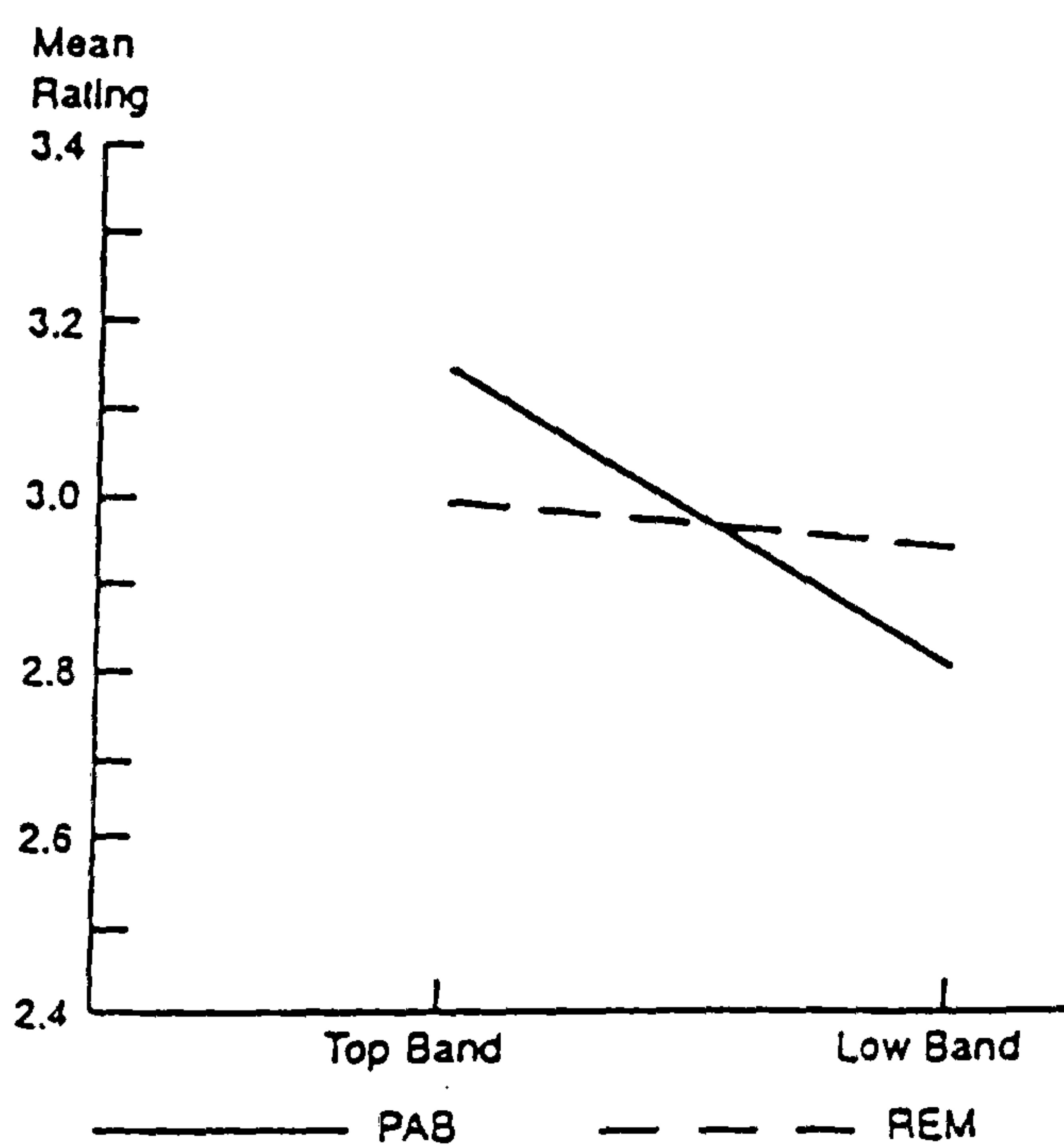


Figure 9.7
Students' Perception: Interaction of Banding and Guidance Focus for *Classroom discipline*

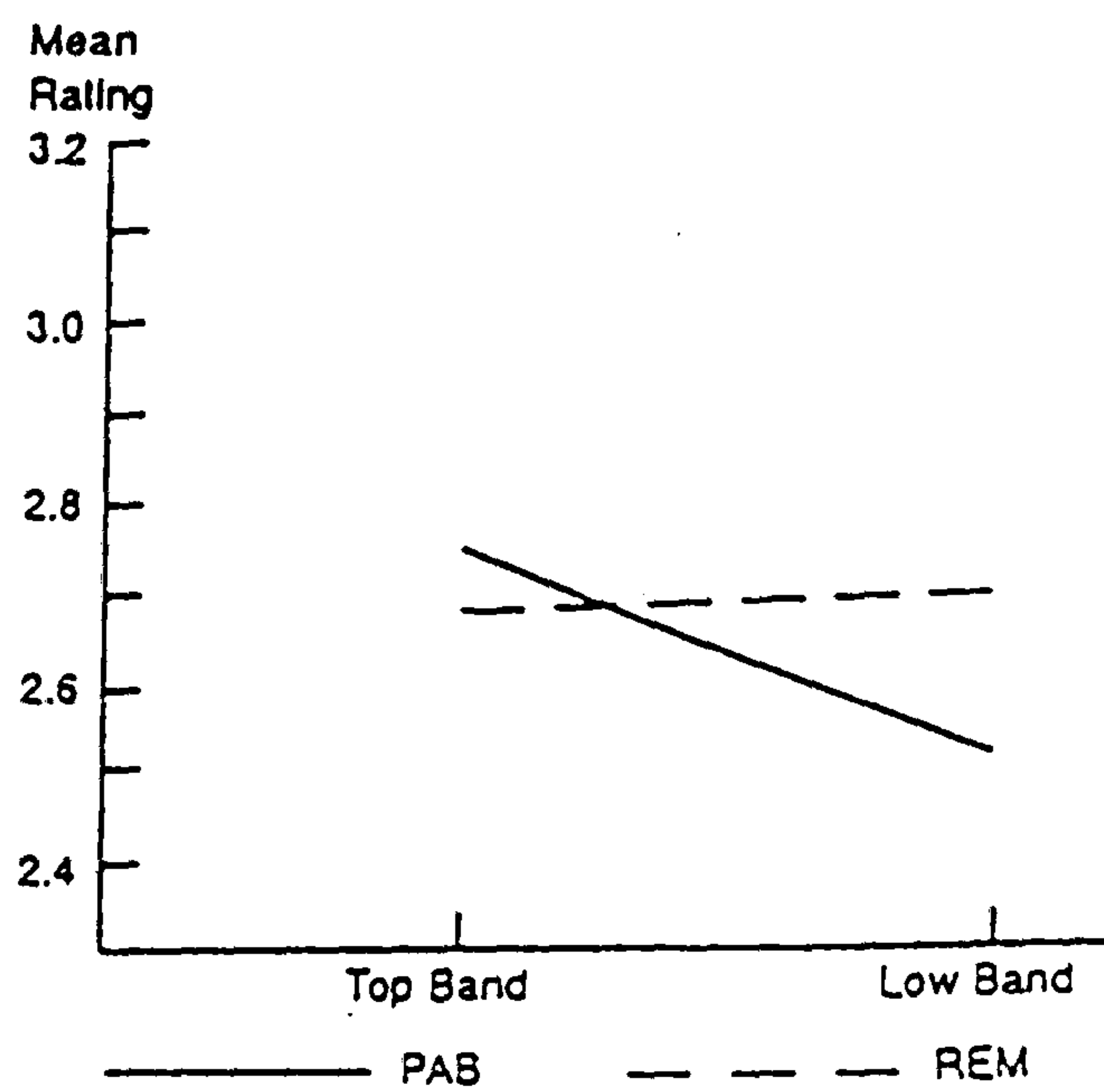


Figure 9.8
Students' Perception: Interaction of Banding and Guidance Focus for *Study method & interest*

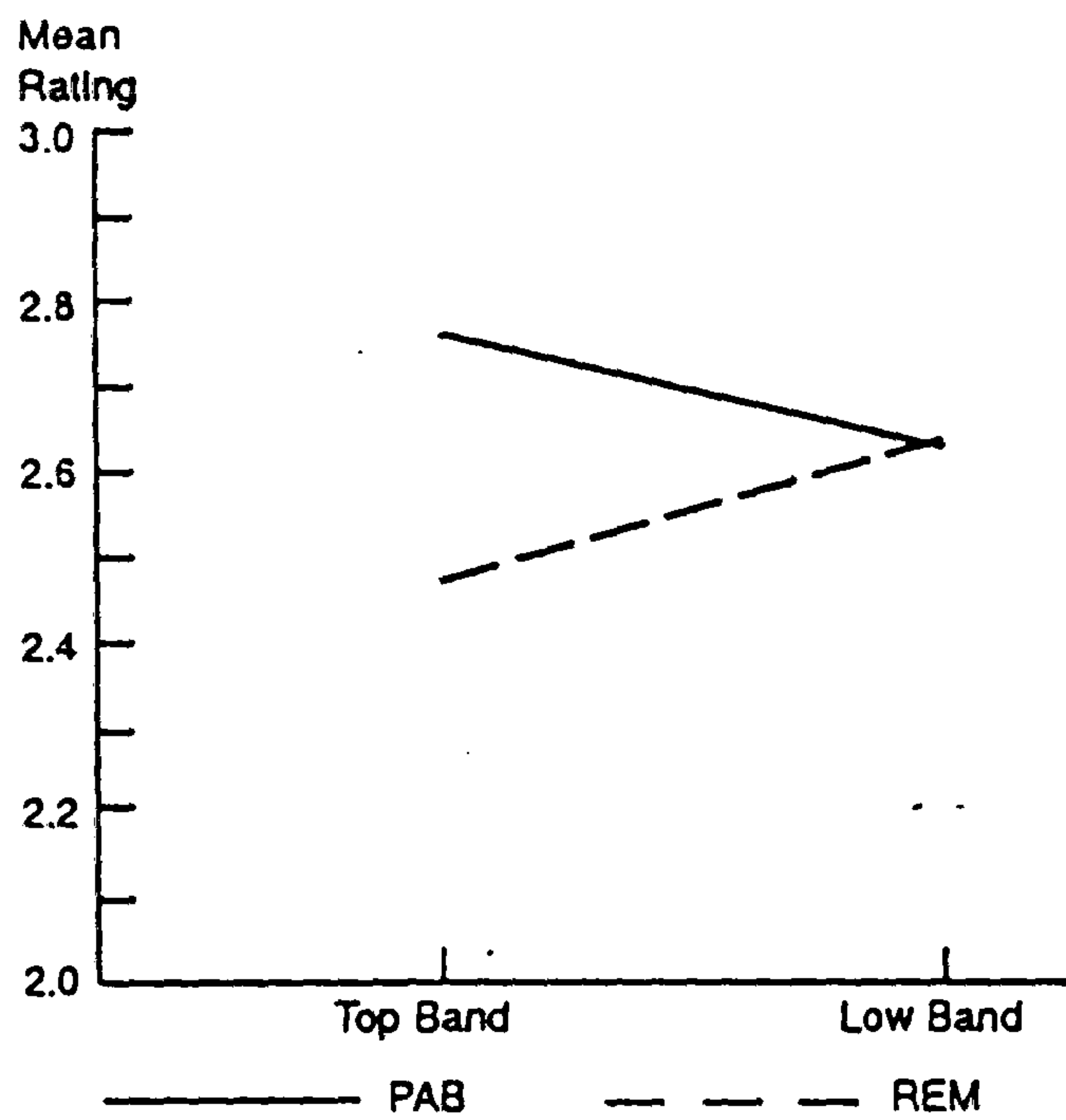


Figure 9.9
Students' Perception: Interaction of Banding and Guidance Focus for *Managing discipline and student behaviour*

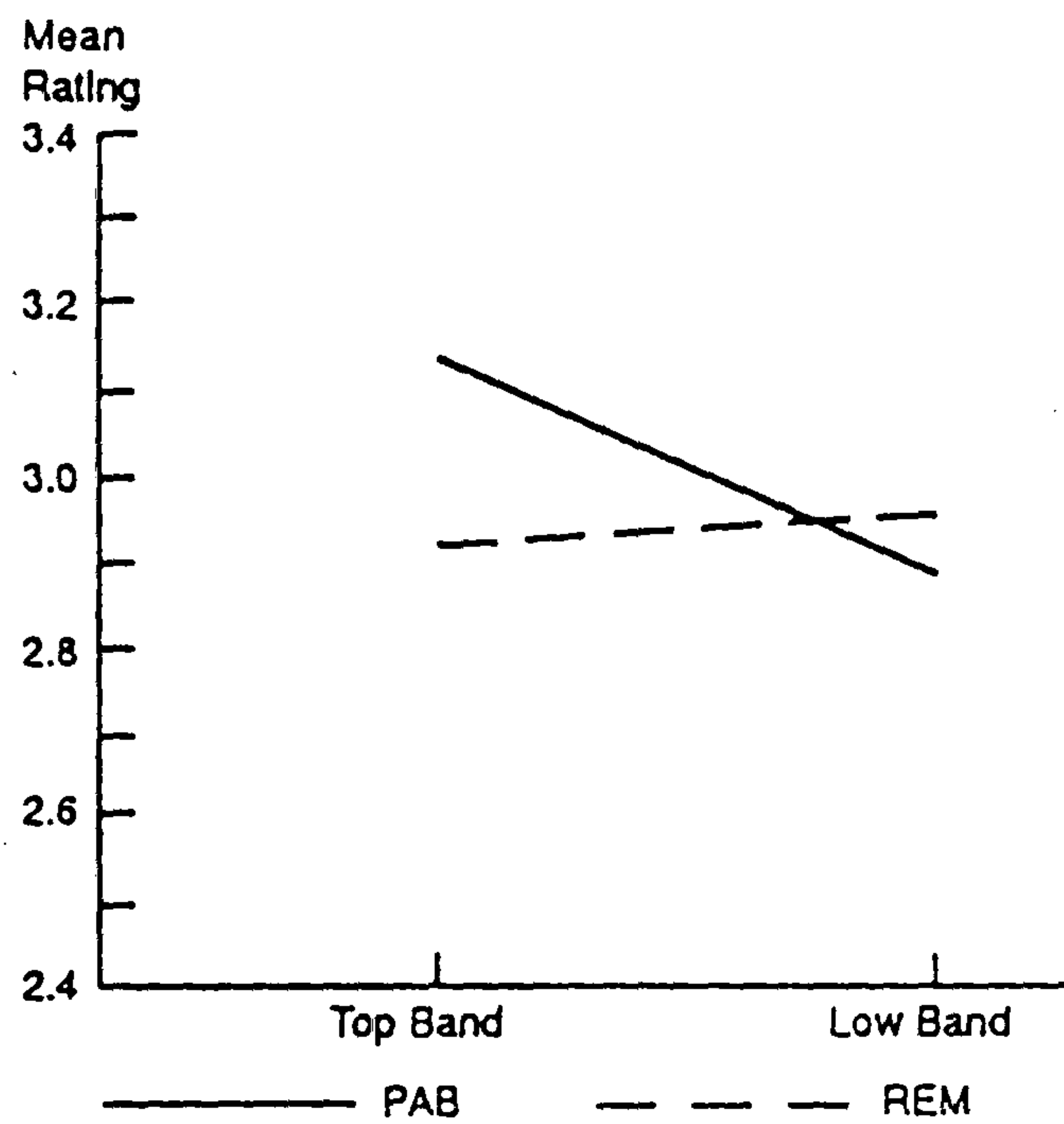


Figure 9.10
Students' Perception: Interaction of Banding and Guidance Focus for *Referral to specialists*

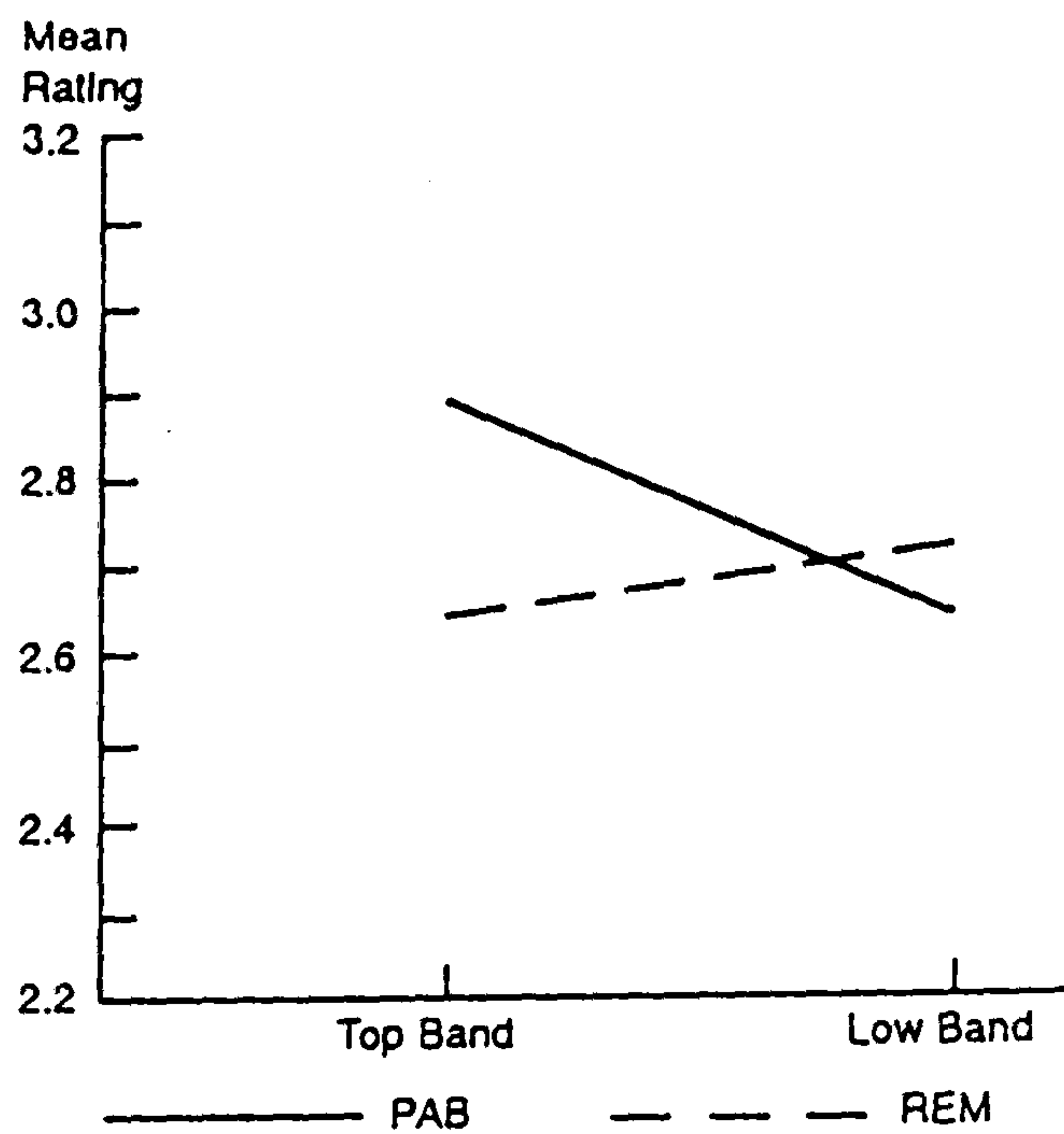


Figure 9.11
Students' Perception: Interaction of Banding and Guidance Focus for *Having talks*

2.3. Interaction between Banding and Guidance Focus

2.3.1. Interaction Effect: Students' Perception

A significant interaction between banding and guidance focus for the student sample was revealed in five out of ten dimensions of concern, in three out of nine cause components, and in three aspects of school guidance. Figures 9.1 to 9.11 illustrate the interaction effects, and Table 9.3 gives the means of the four student groups for the dimensions, cause components, and aspects of guidance with significant interaction (Appendix F Table F1 gives the t values for significant group differences).

It can be seen that the significant association between banding and guidance focus is mainly contributed by Low Band PAB students. As illustrated in Figures 9.1 to 9.3, 9.5 to 9.11, these students, compared with the Top Band PAB students, referred more to problems in *Psychological wellbeing*, *School related problems*, *Maladjusted behaviour* and *Future* after Secondary 3 as most students' concerns. They also referred more to *Student ability and effort*, *Study method and interest*, and *Classroom discipline*, perceived guidance as *Managing discipline and student behaviour*, and gave more agreement to *Referral to specialists* and *Having talks*. In contrast, the Low Band REM Students and the Top Band REM Students did not show significant difference in views, $p > 0.01$ level.

On the other hand, the Top Band REM students, compared with the Top Band PAB students, perceived most students having more problems in these dimensions, except for *Future*. They attributed more to *Student ability and effort*, though no significant difference was found for *Study method and interest* and *Classroom discipline*. They also gave significantly more agreement to the view of guidance as *Managing discipline and student behaviour*, to *Referral to specialists*, and to *Having talks*.

In contrast, the Low Band PAB students and the Low Band REM students did not show much significant difference in views, except that the Low Band PAB

students considered *Future* as more of a concern, and attributed students' difficulties more to *Student ability and effort* and *Study method and interest*.

The significant banding by guidance focus interaction for *Peer relationship problems*, as shown in Figure 9.4, was contributed by the Top Band REM students, who referred to this dimension more than did Low Band REM students. In contrast, the Top Band PAB Students and the Low Band PAB students showed no significant difference in their views. Further, while the Top Band REM students gave more agreement than did the Top Band PAB students, in contrast the Low Band PAB Students and the Low Band REM Students showed no significant difference.

A further analysis of the interaction pattern suggested that banding was a more salient factor. Practically all dimensions, cause components and aspects of school guidance showing interaction effects, revealed significant main banding effects. Only two dimensions (*Psychological wellbeing*, *Peer relationship problems*) and an item on school improvement (Item 3, *Having Talks*) with significant interaction effects showed no main banding effects. In this study, the Top Band PAB students came from three Band 1 schools and one Band 2 school, while the Low Band PAB students were from two Band 5 schools, where most students were at the very bottom of the ability range. Hence, the difference could have been merely the difference between students in Bands 1 and 2 schools and Band 5 schools. Results of one-way post hoc Scheffe tests, comparing students of the four banding groups (i.e Band 1 v. Band 2 v. Band 4 v. Band 5) confirmed this interpretation (Appendix F Table F2).

On the other hand, the Top Band REM students were from a Band 2 school, while the Low Band REM students were from two Band 4 schools. One-way post hoc Scheffe tests, however, showed no significant difference between students in Band 2 and Band 4 schools, except for the dimension *School related problems* (Appendix F Table F2).

Hence, these findings further confirmed that the interaction was contributed

by different perceptions held by students in Band 1, 2 schools and those in Band 5 schools.

It was of interest to explore further whether the significant interaction effect was due to an individual school effect. Findings from the One-way post hoc Scheffe tests revealed that three schools (Schools 6, 3 and 10) showed a more salient individual school effect (Appendix F Table F3). Students in School 6 (Band 5 PAB boys' school), compared with those in Schools 1, 4, 7 (Band 1 PAB co-educational schools), and School 5 (Band 2 PAB girls' school), perceived most students having more *School related problems*, and attributed students' difficulties more to *Student ability and effort*, and *Classroom discipline*. They also perceived students having more *Maladjusted behaviour* than did students in Schools 4, 5, 7, and attributed students' difficulties more to *Study method and interest* than did those in School 4.

Students in School 3 (Band 5 PAB girls' school), more than those in Schools 1, 4, 5, 7, referred to *Student ability and effort*. The students in School 3 also considered *Future* as a concern more than did those in School 5, and referred more to *Study method and interest* than did those in School 4.

Students in School 10 (Band 2 REM boys' school), compared with students in Schools 8, 9 (Band 4 REM co-educational schools), did not show significant difference. Some differences were identified, however, when they were compared with other students in Top Band schools. The students in School 10 perceived students having more *School related problems*, *Maladjusted behaviour*, and attributed difficulties more to *Student ability and effort* than did those in School 4 (Band 1 PAB co-educational school). They also perceived guidance more as *Managing discipline and student behaviour* than did those in School 5 (Band 2 PAB girls' school).

Hence, these findings confirmed that the significant interaction was also due to an individual school effect contributed by students from schools with an intake of mainly Band 5 students (Schools 6, 3), who differed from those in schools with

Band 1, 2 students (Schools 1, 4, 5, 7). Further, students in School 10, though of high ability, held views similar to those of the low ability students in Schools 8, 9.

2.3.2. Interaction Effect: Teachers' Perception

For the teacher sample, a significant interaction between banding and guidance focus was found for *Study concerns* and *Student ability and effort* only. No significant interaction effect was found in any aspect of school guidance ($p > 0.01$). Table 9.4 shows the means of the teacher groups (Appendix F Table F4 gives the t values for significant group differences).

As illustrated in Figures 9.12 and 9.13, teachers in Low Band PAB schools perceived students having less *Study concerns*, but referred more to *Student ability and effort* than did teachers in Top Band PAB schools. In contrast, there was no significant difference between the teachers in the Top Band REM school and those in the Low Band REM schools. On the other hand, teachers in the Top Band REM school, compared with those in Top Band PAB schools, saw students having less *Study concerns*, but referred more to *student ability and effort*, whereas no significant difference was found between teachers in Low Band PAB schools and those in Low Band REM schools.

Further, these findings, similar to those from the student sample, suggest that the teachers' views are associated with the banding of the schools. Firstly, the teachers' view of *Study concerns* and *Student ability and effort* showed a significant main banding effect. Secondly, post hoc Scheffe tests revealed that teachers in Band 5 schools, compared with those in Band 1 schools, perceived students having less study concerns but made more causal attribution to student ability and effort, $p < 0.001$ (Appendix F Table F5). Hence, similarly to the student sample, the difference between teachers in Top Band PAB schools and in Low Band PAB schools was essentially the difference between Band 1 schools and Band 5 schools.

In exploring individual school differences, using one-way post hoc Scheffe tests, no significant difference was found in teachers' views of *Study concerns*.

However, more apparent school difference was revealed in their attribution to *Student ability and effort* (Appendix F Table F6). Similar to students' responses, teachers in Schools 6 and 3 (Band 5 PAB boys' and girls' schools) attributed students' difficulties more to student ability and effort than did their counterparts in Schools 1 and 4 (Band 1 PAB co-educational schools). Teachers in School 10 (Band 2 REM boys' school) made more attribution to student ability and effort than did their counterparts in Schools 1 and 4 (Band 1 PAB co-educational schools).

Hence, similar to findings from the student sample, the significant interaction effect for teachers was also due to an individual school effect. The difference between teachers in Low Band PAB and Top Band PAB schools was essentially the difference between teachers in Band 5 schools (Schools 6, 3) and those in Band 1 schools (Schools 1, 4). As in the students' responses, causal attribution made by teachers in School 10 (Band 2 school) was similar to that of teachers in Low Band schools (Schools 8, 9), but differed significantly from that of teachers in Top Band schools (School 1, 4).

**Table 9.4 Means and SD of Four Teacher Groups
in Dimensions of Concern and Cause Components
with Significant Interaction**

Focus	Top Band Mean (SD)	Low Band Mean (SD)
<i>Study concerns</i>		
PAB	2.06 (0.60)	2.93 (0.82)
REM	2.61 (0.80)	2.71 (0.81)
<i>Student ability & effort</i>		
PAB	3.19 (0.78)	2.08 (0.45)
REM	2.41 (0.63)	2.03 (0.52)

Note:
PAB Preventive, Both Preventive & Remedial
REM Remedial
Lower scores indicate more agreement

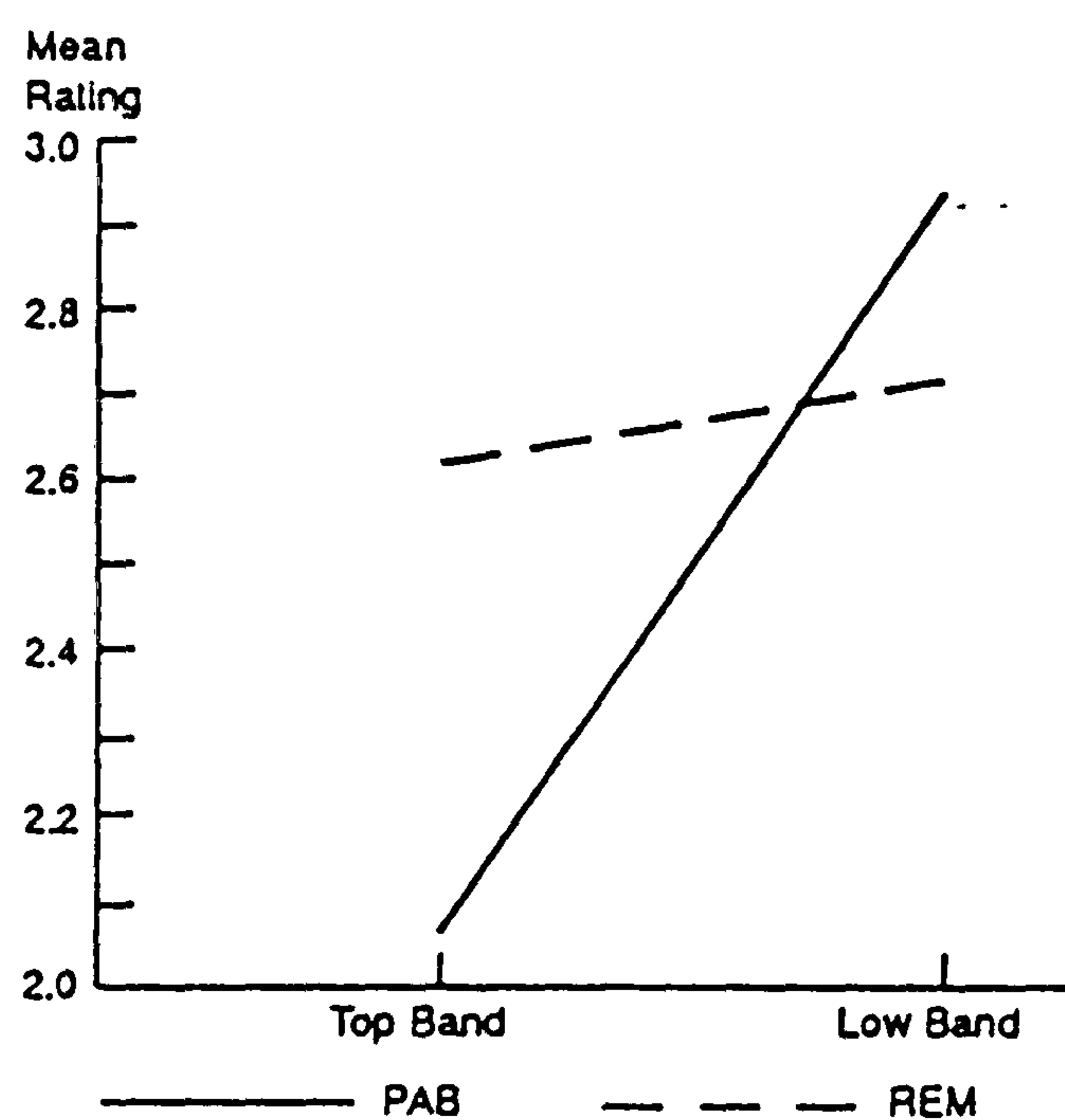


Figure 9.12
Teachers' Perception: Interaction of Banding and
Guidance Focus for *Study Concerns*

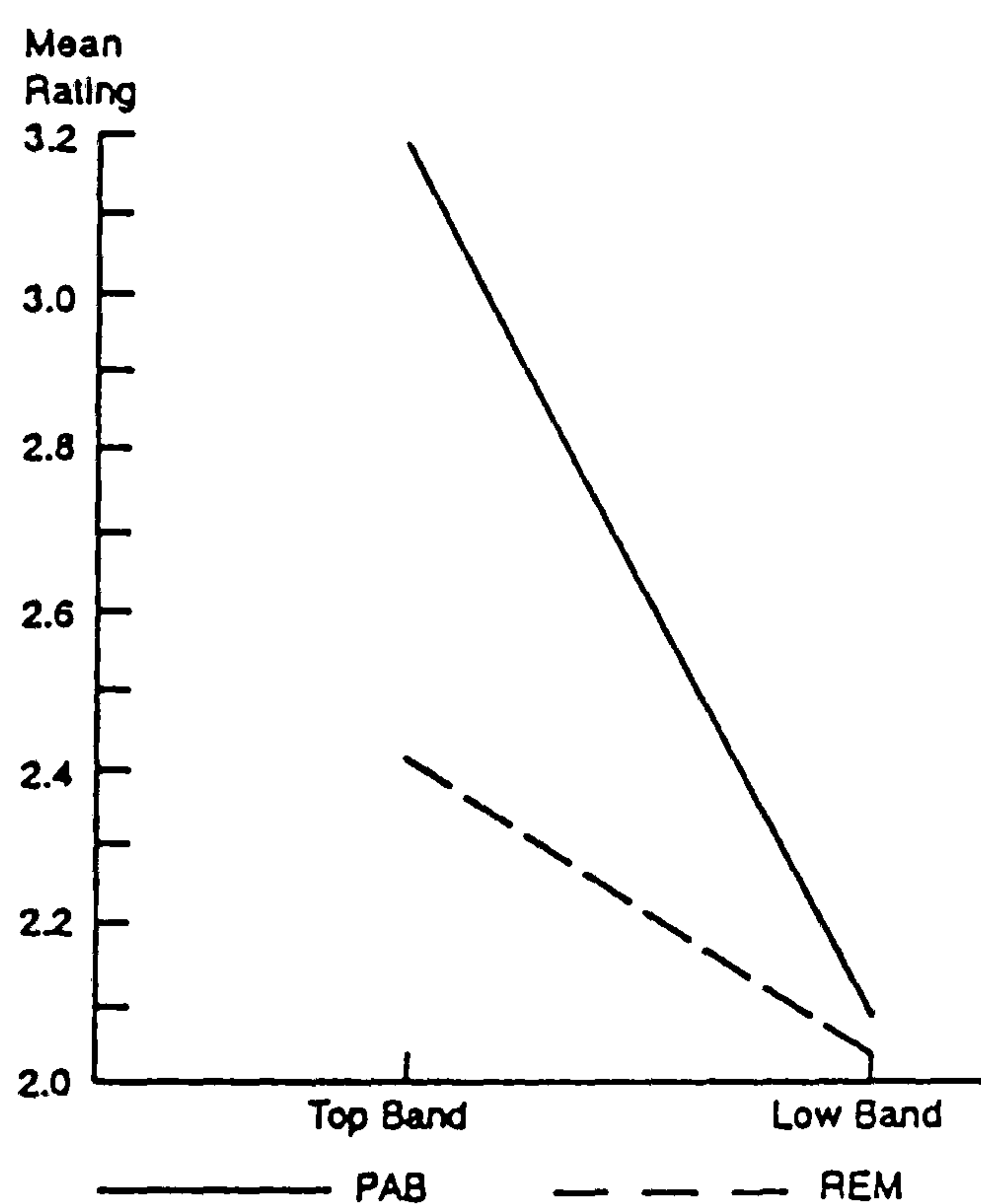


Figure 9.13
Teachers' Perception: Interaction of Banding and
Guidance Focus for *Student ability and effort*

3. EFFECTS OF STREAMING

3.1. Streaming Effect on Students' Perception

In exploring the association of streaming policy with students' perception, univariate analysis was employed. When the views of students in the high achieving classes (N=834) were compared with those of students in the low achieving classes (N=660), findings indicated that there was no significant difference ($p > 0.01$) in perception between them in any dimension of students' concerns. Further, their views on the meaning of guidance, the guidance role of teachers, and their evaluation of the helpfulness of guidance activities were not associated with streaming (Appendix F Tables F7, F9).

Streaming policy, however, did have some association with students' views on the causes of students' difficulties, and on ways of improving school guidance. Students in low achieving classes attributed cause of difficulties more to *Student ability and effort* than did students in high achieving classes (High Achieving: Mean: 3.07, SD=0.68; Low Achieving: Mean=2.93, SD=0.69; $t(1479)=3.56$, $p < 0.001$). They referred less, however, to *Generation gap* than did those in high achieving classes (High Achieving: Mean: 2.62, SD=0.96; Low Achieving: Mean=2.76, SD=0.98; $t(1491) = -2.66$, $p < 0.01$ (Appendix F Table F8).

On the other hand, students in high achieving classes, compared with those in low achieving classes, gave more agreement to enhancing teacher-student relationships and communication with parents as school improvement of guidance services. They were also more positive about the school's contribution to making improvements (Table 9.5).

**Table 9.5 Students' Perception of Improvement of Guidance Services:
Effects of Streaming**

Items	High Ach. Class N(834)	Low Ach. Class (660)	t (df)
1. Encourage teachers to talk with students about their concerns	2.31 (0.99)	2.33 (0.99)	NS
2. Organize more group programmes	2.65 (1.08)	2.76 (1.08)	NS
3. Having talks	2.74 (1.11)	2.77 (1.06)	NS
4. Teachers guiding students during class periods in ways of dealing with problems	2.59 (1.01)	2.59 (0.96)	NS
5. Improve relationships with students	2.13 (0.86)	2.36 (0.95)	-4.86 ** (0.000)
6. Enhance communication with parents	2.52 (1.07)	2.68 (1.09)	-2.82 * (0.005)
7. There isn't anything the school can do	3.62 (1.17)	3.39 (1.09)	3.78 * (1481)

Note:

* $p < 0.01$

** $p < 0.001$

NS Non-significant

Lower scores indicate more agreement

3.2. Streaming Effect on Teachers' Perception

Univariate analysis comparing teachers in schools which stream students (N=162) with those in schools which do not stream students (N=52) showed considerable difference in views. Teachers in schools with streaming found students having more school related problems, maladjusted behaviour, and problems in psychological wellbeing, but less study concerns and less worries for their educational future than teachers in schools without streaming (Appendix F Table F7). Further, these teachers referred more to student ability and effort, study

method and interest, classroom discipline, but less to meeting expectations than did those in schools without streaming (Appendix F Table F8). Teachers' views of the various aspects of school guidance, however, were unrelated to the school's streaming policy. No significant difference ($p > 0.01$) was found in their views on guidance, the guidance role of teachers, the helpfulness of guidance activities, or school improvement of guidance (Appendix F Tables F9, F10).

Since the schools which did not stream students were mainly Band 1 schools, it is possible that the difference in teachers' views of students' concerns and causal explanation was contributed by the banding of the school rather than by the streaming policy. A Chi-squared test was, therefore, performed to examine how these teachers were distributed in Top Band and Low Band schools. As indicated in Table 9.6 the proportion of teachers in schools with streaming and those in schools without streaming was different across the two Band groups, $X^2(1, N=189)=47.19, p < 0.001$.

**Table 9.6 Proportion of Teachers in Schools with Streaming
and Teachers in Schools without Streaming in each
Band Group**

	Streamed	Unstreamed
Top Band (N=114)	32.8% (N=62)	27.5% (N=52)
Low Band (N= 75)	39.7% (N=75)	0% (N=0)

Table 9.7 Comparison of Teachers in Top Band Schools with Streaming and Teachers in Top Band Schools without Streaming

Dimensions	Streamed Mean (SD) N(62)	Unstreamed Mean (SD) (52)	t value	(df)
Dimensions of Concern				
Family related concerns	2.93(0.62)	2.78(0.61)	NS	
Psychological wellbeing	2.52(0.79)	2.67(0.85)	NS	
School related problems	3.09(0.60)	3.42(0.65)	-5.74*	(108)
Maladjusted behaviour	3.56(0.61)	3.74(0.68)	NS	
Peer relationship problems	2.46(0.82)	2.68(0.89)	NS	
Physical appearance	2.34(0.69)	2.32(0.61)	NS	
Study concerns	2.18(0.67)	2.08(0.64)	NS	
Learning problems	2.28(0.94)	2.52(1.09)	NS	
Friendship	2.20(0.66)	2.21(0.64)	NS	
Future	3.32(0.91)	2.53(1.05)	4.32*	(110)
Cause Components				
Student ability & effort	2.74(0.69)	3.48(0.75)	-5.45**	(110)
School related causes	3.61(0.68)	3.59(0.72)	NS	
Family related causes	2.50(0.76)	2.31(0.59)	NS	
Peer influence	2.83(0.77)	2.87(0.87)	NS	
Generation gap	2.38(0.76)	2.31(0.73)	NS	
Meeting expectations	3.10(0.81)	2.50(0.71)	4.11**	(110)
Curriculum	2.81(0.79)	2.69(0.70)	NS	
Classroom discipline	3.17(0.83)	3.36(0.85)	NS	
Study method & interest	2.19(0.72)	2.58(0.74)	-4.86**	(110)

Note:

* $p < 0.01$

** $p < 0.001$

NS Non significant

Lower scores indicate more agreement

Hence, to isolate the effect of banding from that of streaming, further analysis was conducted, comparing the views of teachers in Top Band schools only (Table 9.7). Findings indicated that the effect of streaming was not so apparent. Significant differences were found in only two dimensions and three cause components. Teachers in Top Band schools with streaming perceived students having more *School related problems* but less concerns for their educational *Future*, and referred more to *Student ability and effort*, *Study method and interest*, but less to *Meeting expectations* than did teachers in Top Band schools without streaming.

4. EFFECTS OF PERSONAL CHARACTERISTICS

The association of students' personal characteristics (gender, age, social class) and teachers' personal characteristics (gender, length of teaching) with their respective perceptions was examined.

To analyse the association between students' perception and their personal characteristics of gender and age, a 2 x 2 factorial design was employed. Two-way ANOVAs were then conducted on their responses.

Similarly, 2 x 3 (Gender x Years of Teaching) Two-way ANOVAs were applied to teachers' responses.

4.1. Effects of Student Biographic Variables

4.1.1. Effects of Gender and Age on Students' Perception

There was a significant main effect of gender in six out of ten dimensions of concern, and in five out of nine cause components (Table 9.8). Female students, more than male students, perceived relationships with parents, physical appearance, and study as concerns of most students, and attributed students' difficulties more to the generation gap. In contrast, male students, compared with female students, gave more agreement to discipline and relationships with teachers, peer relationship problems, and maladjusted behaviour, and attributed students'

difficulties more to student ability and effort, school related causes, classroom discipline, and peer influence. In addition, male students saw guidance as managing discipline and student behaviour more than did female students. Female students gave more agreement to the role of teachers in offering direct guidance, but they were less positive than male students about the helpfulness of group guidance activities. No significant gender difference, however, was observed in students' responses on school improvement of guidance (Appendix F Table F11).

A significant main effect of age was found in five dimensions of concern and in three cause components (Table 9.8). Compared with younger students (age 11 to 14), students aged 15 and over reported most students having more family related concerns, problems in psychological wellbeing, maladjusted behaviour and concern for their physical appearance and educational future, and attributed students' difficulties more to family related causes, student ability and effort, study method and interest. Students' views on various aspects of school guidance were not associated with age.

Overall, the gender by age interaction effect was non-significant, with the exception of Item 4 (*Teachers guiding students during class periods in ways of dealing with problems*) as a means of school improvement of guidance ($F(1, 2019)=7.82, p<0.01$). As illustrated in Figure 9.14, compared with older male students, older female students gave more agreement to this item (Male aged ≤ 15 : Mean 2.68, SD=1.09; Female aged ≤ 15 : Mean 2.44, SD=0.88). In contrast, no significant difference was found between the younger female students aged 11-14 (Mean:2.58, SD=0.98) and younger male students (Mean:2.55, SD=0.99). Further, while both younger and older male students indicated more agreement to this item, the difference between younger and older female students was non-significant at $p<0.01$.

Table 9.8 Students' Perception: Gender and Age Effects

	Gender		Age		F		
	Male N(981)	Female (1054)	11-14 yr (1581)	=<15 yr (455)	Gender	Age	Inter- action
Dimensions of Concern							
Family related concerns	3.30 (0.69)	3.20 (0.69)	3.28 (0.69)	3.14 (0.69)	9.53**	13.89**	3.62
Psychological wellbeing	3.21 (0.81)	3.22 (0.81)	3.25 (0.80)	3.05 (0.82)	0.11	22.56**	0.24
School related problems	2.91 (0.74)	3.15 (0.71)	3.05 (0.72)	3.01 (0.75)	49.08**	1.22	0.15
Maladjusted behaviour	3.67 (0.85)	3.87 (0.85)	3.80 (0.85)	3.64 (0.83)	24.37**	13.81**	0.45
Peer relationship problems	3.37 (0.88)	3.52 (0.79)	3.46 (0.84)	3.40 (0.81)	16.23**	1.66	0.11
Physical appearance	2.70 (0.85)	2.55 (0.81)	2.65 (0.85)	2.53 (0.78)	18.08**	7.03**	5.39
Study concerns	2.11 (0.75)	1.97 (0.66)	2.04 (0.71)	1.99 (0.70)	17.97**	2.10	0.05
Learning problems	2.86 (0.99)	2.96 (0.91)	2.93 (0.95)	2.85 (0.96)	6.15	3.12	3.41
Friendship	2.14 (0.84)	2.10 (0.76)	2.12 (0.80)	2.10 (0.79)	1.39	0.35	0.34
Future	2.70 (1.06)	2.74 (1.06)	2.75 (1.06)	2.57 (1.06)	0.75	10.74**	0.58
Cause Components							
Student ability and effort	3.02 (0.68)	3.10 (0.69)	3.10 (0.67)	2.93 (0.74)	7.67**	22.99**	0.24
School related causes	2.93 (0.86)	3.07 (0.81)	3.02 (0.85)	2.93 (0.79)	12.92**	4.94	0.04
Family related causes	3.28 (0.69)	3.28 (0.74)	3.32 (0.72)	3.17 (0.72)	0.01	13.63**	5.66
Peer influence	3.09 (0.91)	3.31 (0.90)	3.23 (0.92)	3.12 (0.87)	29.22**	5.56	1.52
Generation gap	2.82 (0.94)	2.57 (0.96)	2.72 (0.98)	2.61 (0.93)	35.78**	4.45	0.27

Table 9.8 continued

Meeting expectations	2.88 (0.80)	2.96 (0.81)	2.93 (0.80)	2.93 (0.83)	4.65	0.00	2.77
Curriculum	2.70 (0.76)	2.78 (0.71)	2.74 (0.74)	2.74 (0.72)	5.79	0.02	2.47
Classroom discipline	2.93 (0.87)	3.09 (0.79)	3.03 (0.83)	2.95 (0.83)	21.15**	3.42	0.29
Study method & interest	2.81 (0.77)	2.79 (0.79)	2.84 (0.76)	2.68 (0.80)	0.14	16.84**	0.77

School Guidance**(1) Meaning of guidance**

Problem solving & developmental	2.31 (0.74)	2.23 (0.62)	2.27 (0.67)	2.27 (0.69)	6.61	0.00	1.21
Managing discipline & student behaviour	2.62 (0.83)	2.74 (0.72)	2.68 (0.77)	2.69 (0.78)	11.77*	0.10	3.99
Remedial	2.66 (1.15)	2.74 (1.13)	2.70 (1.14)	2.72 (1.15)	1.86	0.01	0.33

(2) Guidance Role of Teachers

Teachers offering direct guidance	2.57 (0.55)	2.49 (0.45)	2.54 (0.50)	2.50 (0.51)	11.18*	2.05	1.06
Referral to specialists	3.05 (0.98)	3.06 (0.93)	3.05 (0.96)	3.04 (0.94)	0.07	0.20	2.86

(3) Helpfulness of Guidance Activities

Individual guidance	2.55 (0.80)	2.58 (0.72)	2.55 (0.75)	2.63 (0.77)	0.31	3.77	0.23
Group guidance	3.06 (0.86)	3.22 (0.79)	3.18 (0.82)	3.18 (0.83)	18.29**	1.08	3.03

Note:* $p < 0.01$ ** $p < 0.001$

NS Non-significant

df Student sample ranges from 1997 to 2027

Lower scores indicate more agreement

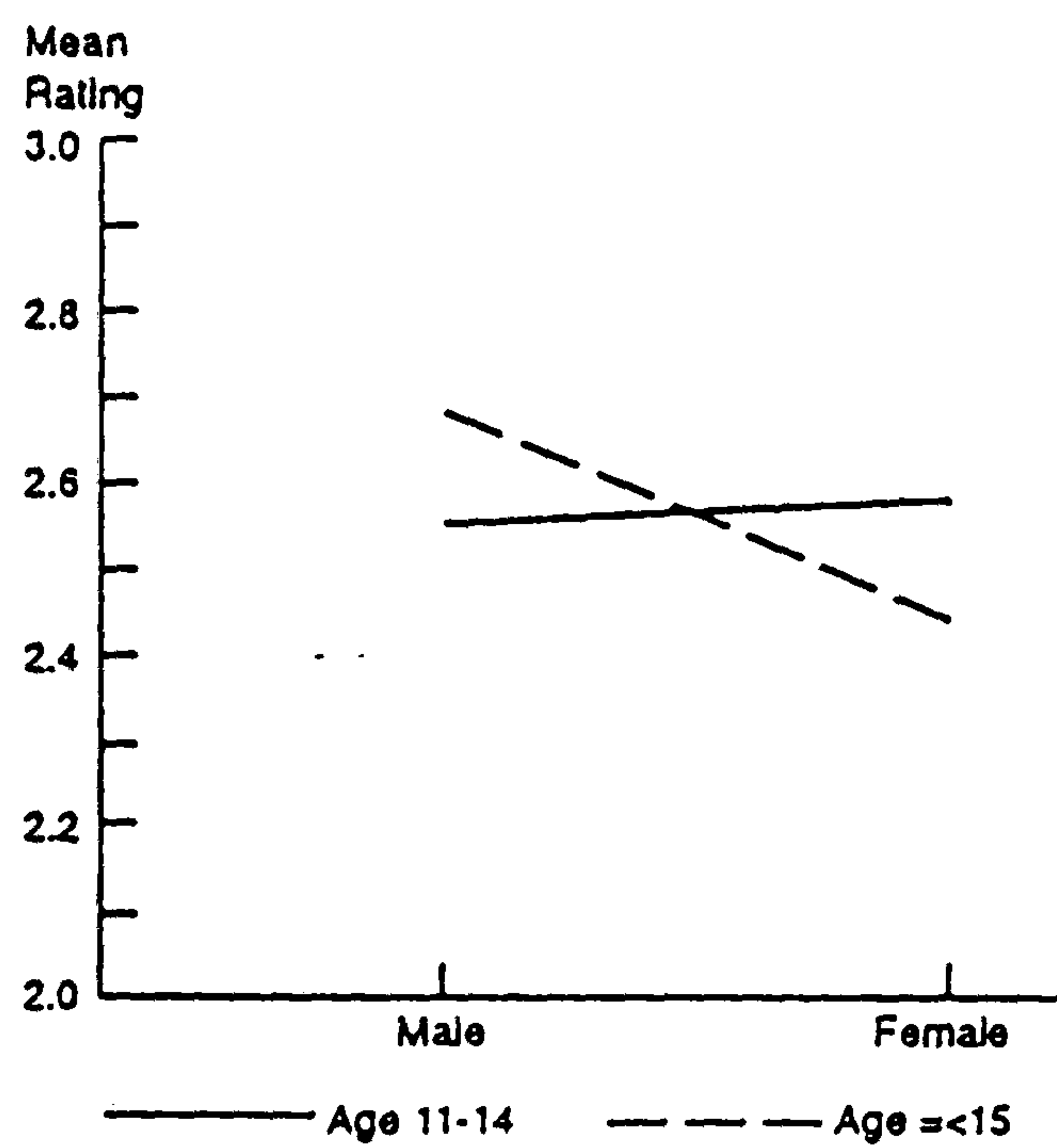


Figure 9.14
 Students' Perception: Interaction of Gender and Age for Teachers guiding students during class periods in ways of dealing with problems

4.1.2. Effects of Social Class on Students' Perception

In this study, the indicators for students' social class were [i] Occupation of students' fathers, [ii] Educational level of students' fathers, and [iii] Type of housing in which students lived. Comparison based on the educational level of students' fathers revealed no significant difference between groups of students in their views of students' concerns (Appendix F Table F12). In causal explanation, significant group difference at $p=0.01$ was found for *Classroom discipline* only, where students whose fathers had no education (Mean=2.66, SD=0.81) considered it as cause more than did students whose fathers had senior secondary education (Mean=3.12, SD=0.86) (Appendix F Table F13).

Comparison based on fathers' occupation revealed that students with professional fathers tended, more than those with worker fathers, to agree that *Family related concerns* were of greater concern (Professional father: Mean=3.18, SD=0.73; Worker father: Mean=3.27, SD=0.68; $t(1797) = -2.62$, $p < 0.01$). These students also perceived care for *Physical appearance* as a concern more than did students with worker fathers (Professional father: Mean=2.52, SD=0.83; Worker father: Mean=2.65, SD=0.83; $t(1802) = -2.99$, $p < 0.01$). Father's occupation, however, had no significant association with students' views on causes of difficulties ($p > 0.01$).

Comparison based on type of housing revealed significant difference only in *Future*. Students residing in public housing agreed more than those in private housing estates that *Future* (education after Secondary 3) was a concern (Public housing: Mean=2.79, SD=1.06; Private housing: Mean=2.63, SD=1.06, $t(1937)=3.49$, $p < 0.01$). No significant difference was revealed in their views on causes of difficulties.

Further, students' views of school guidance (meaning of guidance, guidance role of teachers, helpfulness of guidance, school improvement of guidance) were not related to their fathers' educational level or occupation, or to their housing

(Appendix F Table F14).

Overall, these findings suggest that social class did not have very significant association with students' perception.

4.2. Effects of Teacher Biographic Characteristics

4.2.1. Effects of Gender and Teaching Experiences on Teachers' Perception

Contrary to the findings on the students' responses, no significant main effect of gender was revealed in the teachers' responses, suggesting that their views on students' concerns and their causes, and on various aspects of school guidance, were not associated with their gender (Appendix F Table F15).

Teachers' views on school guidance were to some extent associated with the length of their teaching experience. A significant main effect of teaching experience was revealed in a few aspects of school guidance (Appendix F Table F16). Post hoc Scheffe tests showed that teachers with over 10 years experience (Mean=2.51, SD=0.68) saw guidance as managing discipline and student behaviour significantly more than did teachers with 6 to 10 years experience (Mean=2.82, SD=0.64) at $p=0.01$. They also (Mean=2.19, SD=0.59) regarded group guidance activities as more helpful than did teachers with 5 years or less experience (Mean=2.53, SD=0.69). Further, the teachers with over 10 years experience (Mean=1.85, SD=0.50), compared with teachers with 5 years or less experience (Mean=2.15, SD=0.55), agreed more to improvement in the organization of guidance work. On the other hand, teachers' views of their role in guidance were not associated with their teaching experience.

Teachers' views on students' concerns and causes of their difficulties were not significantly related with their teaching experiences. Though a significant main effect of teaching experience was found for *Family related concerns*, post hoc Scheffe tests revealed no significant difference at $p=0.01$.

Lastly, no significant interaction effect of gender and teaching experiences was revealed.

Table 9.9 Association of School and Personal Characteristics on Students' and Teachers' Perceptions: Summary

	Band		School				Students										Teachers		
			Guid		BxG		Stream		Gen	Age	GxA		Soc			Gen	Exp	GxE	
	S	T	S	T	S	T	S	T	S	S	S	FO	FE	H	T	T	T		
Concerns																			
SD1	-	Y	-	-	-	-	-	-	Y	Y	-	Y	-	-	-	-	Y	-	
SD2	-	-	-	-	Y	-	-	-	-	Y	-	-	-	-	-	-	-	-	
SD3	Y	Y	-	Y	Y	-	-	Y	Y	-	-	-	-	-	-	-	-	-	
SD4	Y	Y	-	-	Y	-	-	-	Y	Y	-	-	-	-	-	-	-	-	
SD5	-	-	-	-	Y	Y	-	-	Y	-	-	-	-	-	-	-	-	-	
SD6	-	-	Y	-	-	-	-	-	Y	Y	-	Y	-	-	-	-	-	-	
SD7	-	Y	Y	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	
SD8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SD9	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SD10	Y	-	-	-	Y	-	-	Y	-	Y	-	-	-	-	Y	-	-	-	
Total	4	4	2	1	5	1	0	2	6	5	0	2	0	1	0	1	0	0	
Causes																			
SC1	Y	Y	-	Y	Y	Y	Y	Y	Y	Y	-	-	-	-	-	-	-	-	
SC2	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	
SC3	-	-	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	
SC4	-	-	Y	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	
SC5	Y	-	Y	-	-	-	Y	-	Y	-	-	-	-	-	-	-	-	-	
SC6	Y	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	
SC7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SC8	Y	-	-	Y	Y	-	-	-	Y	-	-	-	Y	-	-	-	-	-	
SC9	Y	Y	-	-	Y	-	-	Y	-	Y	-	-	-	-	-	-	-	-	
Total	6	2	2	2	3	1	2	3	5	3	0	0	1	0	0	0	0	0	
Guidance																			
V1	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
V2	-	-	Y	-	Y	-	-	-	Y	-	-	-	-	-	-	-	Y	-	
V3	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
R1	-	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	
R2	Y	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	
H1	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
H2	-	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	Y	-	
SI1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SI2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SI3	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	
SI4	Y	-	-	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	
SI5	Y	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	
SI6	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	
SI7	Y	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	
TI1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TI2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Y	-	
TI3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total	6	0	2	0	3	0	3	0	3	0	1	0	0	0	0	0	2	0	

Table 9.9 continued

Note:

SD1	Family related concerns	SC1	Student ability & effort
SD2	Psychological wellbeing	SC2	School related cause
SD3	School related problems	SC3	Family related cause
SD4	Maladjusted behaviour	SC4	Peer influence
SD5	Peer relationship problems	SC5	Generation gap
SD6	Physical appearance	SC6	Meeting expectations
SD7	Study concerns	SC7	Curriculum
SD8	Learning problems	SC8	Classroom discipline
SD9	Friendship	SC9	Study method & interest
SD10	Future		
V1	Problem solving & developmental	TI1	Teacher participation
V2	Managing discipline & students' behaviour	TI2	Organization of Guidance
V3	Remedial view	TI3	Work Load & Training
R1	Teachers offering direct guidance	SI1	Item 1
R2	Referral to specialist	SI2	Item 2
H1	Individual guidance	SI3	Item 3
H2	Group guidance	SI4	Item 4
		SI5	Item 5
		SI6	Item 6
		SI7	Item 7
Gen	Gender	Band	Banding
Exp	Teaching experience	Guid	Guidance Focus
GxA	Interaction of Gender & Age	BxG	Interaction of Banding & Guidance Focus
GxE	Interaction of Gender & Teaching experience		
Soc	Social class		
FO	Fathers' Occupation	S	Students' responses
FE	Fathers' Education	T	Teachers' responses
H	Housing	Y	Significant effect

5. SUMMARY OF KEY FINDINGS

The key findings in this Chapter concern the association of school and personal characteristics with perceptions (Table 9.9). Among the three school characteristics examined (streaming, guidance focus, banding) banding had the most significant association with both students' and teachers' perceptions, a finding confirmed by an analysis of the banding by guidance focus interaction. Further analysis revealed that the interaction effect was actually due to individual school effects from a Band 5 PAB boys' school, a Band 5 PAB girls' school, and a Band 2 REM boys' school.

Of teachers' personal characteristics, the only somewhat significant association was of their teaching experience with their perception of guidance as managing discipline and student behaviour, their evaluation of group guidance, and their views on school improvement of guidance.

Students' views on students' concerns and their causes, in contrast, were associated significantly with their gender and age, but not with their social class. Their views on various aspects of school guidance, however, were less associated with their personal background, apart from gender exerting a significant effect in some aspects.

6. CONCLUSION

This chapter has presented the results on the association of school banding, guidance focus, and streaming with students' and teachers' perceptions. Overall, the views of both students and teachers have greater association with the school's banding and guidance focus, particularly regarding study concerns and future, psychological wellbeing, school related problems and maladjusted behaviour as students' concerns, and in their attribution of difficulties to student ability and effort, study method and interest, classroom discipline, school related causes and peer influence. Banding and guidance focus have some association with students' views on school guidance, but not with those of teachers. Whether students are

streamed within school or not had no apparent association with their views of most students' concerns and of school guidance, but did have some association with their causal attribution. On the other hand, the school's streaming policy had some association with teachers' views of students' concerns and causal attribution, but had no significant association with their perception of school guidance. In examining the association of personal characteristics with their perception, present findings suggest that students' perception is more prone to be associated with gender and age level, but less inclined to be associated with social class. Teachers' gender has no significant association with their perception, though length of teaching experience made some difference in teachers' views of school guidance.

CHAPTER TEN

STUDENTS' AND TEACHERS' SHARED BELIEFS ON ADJUSTMENT: RESULTS OF INTERVIEWS

1. INTRODUCTION

This chapter reports the qualitative data obtained from seventeen focus group interviews with students and individual interviews with twenty four teachers on their views of student adjustment. The report therefore addresses shared beliefs among students and teachers on student adjustment and guidance, and differences between these beliefs. Section 2 will describe the social representations held by students and teachers on adjusted and maladjusted students. Section 3 will look at the types of concerns and difficulties experienced by these students. In Section 4, beliefs which students and teachers held about causes of inter-individual differences in students in the matter of adjustment will be explored. Section 5 will look at ways which students and teachers considered would enhance student adjustment (Appendix K gives detailed quotations from the interviews).

2. IMAGES OF WELL-ADJUSTED AND MALADJUSTED STUDENTS

Thematic analysis was employed to identify the images of well-adjusted students and maladjusted students held by students and teachers. From their responses, the following categories were identified: *Physical appearance*, *Personality*, *Emotional and psychological wellbeing*, *Ability*, *Academic and behaviour performance* and *Relationships* (Appendix K Tables K1 to K4). The following paragraphs present the similarities and differences in views.

(1) *Physical appearance*

Students held an image of well-adjusted students as 'handsome', having a

'big brain', 'no black eyes (from lack of sleep)' and 'wearing thick glasses'. They saw maladjusted students as the opposite of this. Some, however, described maladjusted students as 'silly looking' or 'wearing glasses'. Teachers, in contrast, did not refer at all to physical appearance.

(2) *Personality*

Both students and teachers described well-adjusted students as 'open', 'optimistic', 'active' and 'taking initiative'. While students saw the well-adjusted as possessing a 'sense of humour', 'kind-hearted', 'gentle', 'practical', 'not calculating' and 'not playful', teachers described them as 'respectful', 'not self-centred', and 'having a positive attitude'.

Both students and teachers perceived maladjusted students as introverts: 'withdrawn', 'shy', 'quiet' and 'self-centred' loners.

'... They do not share things with others, just keep things to themselves ...

Autistic', as reported by a teacher.

Students described the temperament of the maladjusted as 'stubborn', 'rigid', 'irritable' and 'easily provoked'. Teachers saw them as 'passive', 'over-sensitive', 'easily hurt by things others say' and 'rebellious'.

(3) *Emotional and psychological wellbeing*

Both students and teachers found well-adjusted students 'happy', 'smiling all the time', 'having no worries' and hence able to 'sleep well'. During the interviews, one student used the image 'like a sun, full of life' to describe such students. Both students and teachers saw them as possessing high self-esteem, self-confidence and self-appreciation. Teachers, in addition, described them as possessing self-acceptance, able to accept their limitations, and keen for self-improvement. One teacher commented:

'... They have their own strength, they also know their limitations. But they accept their weaknesses. If they can change, they will. If they can't, they

will accept it.'

Both students and teachers perceived maladjusted students as 'unhappy', 'gloomy', 'confused' and 'anxious', 'possessing a low self-esteem'. One student described them as 'flowers withering', 'with a black cloud over their heads' and 'like caged animals'. Teachers added that these students had no sense of security:

'They are passive. You wouldn't notice that they exist in class. They wouldn't tell you what they are thinking about. They seem so insecure ... They won't take the initiative to answer questions in class. No confidence in anything. Just worry. Suppose they say something in English, get it wrong, then they will never again speak any English in class ... So anxious ... Just hide themselves in their own world and cut themselves off from outside.'

(4) *Ability*

Students perceived well-adjusted students as gifted, 'clever and smart', 'a genius', 'full of talents', with a lot of 'potential', and 'diligent'. Teachers, on the contrary, did not refer to giftedness, talent or diligence to describe these students. Instead, they referred to their style of thinking and considered them 'good in reasoning', 'mature', 'reflective', 'open to challenges', 'willing to take risks and try new things'.

However, both students and teachers shared similar views in describing well-adjusted students as possessing strong will power, and not so easily influenced by others. Students described them as patient, possessing good concentration, not easily disturbed by classmates, while teachers saw them as persistent, and not giving up easily when faced with difficulties.

Further, both teachers and students felt that well-adjusted students had 'realistic goals', knowing what they wanted and making plans for the future. One student commented:

'... They have goals. They will think about their future ... To get a good job ... tend to have long term planning'.

Both students and teachers saw well-adjusted students as good in coping with life events and situations: they are able to adjust well to school life. They were described as 'flexible', 'able to make changes'. They were active in facing up to and dealing with problems, sought help themselves, and made decisions themselves. As one student put it in the interview:

'... When they are at a crossroads, they will decide what option to choose.'

Students held an image of maladjusted students as not very capable. They described them as 'stupid', 'possessing no talents'. Teachers, in contrast, did not perceive the maladjusted as lacking talents or as stupid. However, they shared similar views in referring to these students as 'lazy' and 'immature' in thinking, and 'poor in judgment'. They also found them lacking goals for the future, and weak in will power. They were 'poor in concentration' and 'easily influenced by others.' In addition, teachers saw them as rigid in thinking, not able to see things from others' perspectives.

Students and teachers shared similar views of maladjusted students as weak in coping. One student described them as 'avoiding reality ... just like a bird sticking its head in the sand'. In facing problems, they were passive, they did not have the means of coping, nor did they seek help. Teachers, in addition, described them as unwilling to share their feelings with them and as unreceptive to help.

(5) *Academic and behaviour performance*

Well-adjusted students were described by both students and teachers as 'good students' with 'good conduct', with no learning or behavioural problems. Further, well-adjusted students were seen to enjoy school life, and to be well liked by teachers. Teachers, in addition, described them as respectful, handing in homework, not missing classes nor absconding from school.

Students saw well-adjusted students as all-rounded, 'good in learning as well as sports'. Teachers, in contrast, did not refer to well-adjusted students as

having a good academic performance or as all-rounded in learning and activities. Instead, they described them as 'steady in learning' and 'taking part in sports'.

Maladjusted students, on the other hand, were perceived by both students and teachers as having learning and behavioural problems: poor in school work, showing little interest in study, disruptive in class, refusing to do homework, and disobeying school rules. Students further described them as 'disrespectful', using foul language, and playing truant. One student referred to maladjusted students as delinquents who were involved in drugs and associated with gangsters, hanging around game centres and staying away from home. Other students in the interview group, however, objected to this view. Teachers, in addition, viewed the maladjusted as 'disorganized', 'rebellious' and 'attention seeking', lacking a sense of belonging to the school. They formed 'gangs' among themselves and caused trouble to others.

(6) *Relationships*

'Popular', having 'many friends', and 'good in human relationships with teachers, peers and family' were views of well-adjusted students commonly held by both students and teachers. Teachers, in addition, saw them as accepting towards peers, willing to 'give as well as to take' in building relationships, and taking the initiative to cultivate relationships:

'... They will stay after school to talk to friends and teachers ... very approachable when talking to them ... share candies with teachers'.

Maladjusted students, in contrast, were perceived by both students and teachers as poor in human relationships and social skills, being isolated, rejected or teased by their peers. Teachers, in addition, found these students having relationship problems with teachers and with family members.

In summary, students and teachers shared a belief or representation of 'well-adjusted students' as happy, confident, popular, balanced, flexible, and able to cope positively with problems. Students saw well-adjusted students as gifted and

clever, with good academic and behaviour performance, while teachers saw them as good students with no problems, mature in thinking, realistic about their abilities.

Two representations of maladjusted students were held by students and teachers. Firstly, these students were perceived to be unhappy, diffident and self-centred introverts, immature, socially isolated, poor in academic performance, social skills and coping skills. While students referred to them as lacking talents, teachers saw them as rigid in thinking. Secondly, maladjusted students were perceived as rebellious, short tempered, easily provoked, and disruptive in school.

3. CONCERNS OF WELL-ADJUSTED AND MALADJUSTED STUDENTS

3.1. Concerns of Well-Adjusted Students

Overall, students and teachers found well-adjusted students to have 'concerns' rather than major 'problems'. Their concerns can be gathered into the following categories (Appendix K Tables K5 to K8).

(1) *Study related concerns*

There was a shared view held by both students and teachers that academic performance and concern for their educational future, or promotion to senior forms and choice of subjects, were concerns faced by well-adjusted students. Both considered well-adjusted students as having no learning problems, though teachers felt they might have examination worries.

(2) *Friendship*

Desire for friendship, cultivating relationships with peers, and finding ways of helping their friends were perceived by both students and teachers as concerns of well-adjusted students.

'... how to relate to their friends ... their importance for their friends ... how to help their friends', remarked one student.

Teachers, in addition, saw well-adjusted students as having no peer relationship

problems.

(3) *School and society*

Both students and teachers found well-adjusted students to be concerned about what was going on around them: the image of their school, school activities, and social issues. Students responded:

'... their academic performance, to get better grades in examinations ... They care about a lot of things ... about others ... about winning the championship in sports ... about what's happening in the world.'

(4) *Relationships*

Both students and teachers felt that well-adjusted students cared about their relationship with their parents.

'They are concerned whether their parents care about them, how their teachers see them, and whether friends accept them', commented a teacher. Students, in addition, suggested that meeting parental expectations was a concern, and some well-adjusted students might also have conflicts with their parents. Further, teachers also saw these students as concerned to cultivate relationships with teachers.

(5) *Self enhancement*

Teachers held a view that well-adjusted students were concerned about their self-development, and cared about learning new things, in addition to being concerned about people around them, their school, and social and world issues. One teacher remarked:

'... They are usually high average in their school work, but they are still concerned about their academic performance and grades. Still, they do have more space to be with their friends, to talk with them ... to learn more things ... to develop themselves.'

3.2. Concerns of Maladjusted Students

Both students and teachers perceived maladjusted students as having the following problems.

(1) *Learning difficulties*

Both described maladjusted students as having learning difficulties and unable to meet the demands of school work:

'... can't catch up, poor in school work, do not hand in homework ... they have learning problems ... Can't get accustomed to using English in class ... Slow in learning ...' as teachers remarked.

(2) *Peer relationship problems*

Both students and teachers perceived these students as having peer relationship problems: having no friends, or not knowing how to talk to their friends, or being isolated, teased or bullied by their peers. Students remarked:

'They are all alone by themselves ... Nobody plays with them. Peers don't like them ... They don't know how to relate with others.'

Associating with undesirable peers was perceived by both students and teachers as a problem of maladjusted students.

'They associate with bad people outside school, or gang up with disruptive students, and quarrel with the good students,' as a teacher commented.

(3) *School related problems*

Both students and teachers shared a view that maladjusted students had relationship problems with their teachers, manifested behavioural problems, were disruptive to classroom discipline, and violated school rules. In addition, teachers saw these students as playing truancy and being resistant to school. As one teacher remarked:

'... Boys have more behavioural problems, argue with teachers, don't

follow school rules. They know they shouldn't do things that way, but they still do it, merely playful.'

(4) *Family related problems*

Both students and teachers suggested that maladjusted students had problems at home. Students also suggested that these students had uncaring parents, they faced pressure from parents, or their parents were separated.

(5) *Emotional and behavioural problems*

Teachers, in addition, found maladjusted students having emotional problems. One teacher commented:

'... They have emotional problems, particularly girls. They suddenly cry for no reason, over trivial things, mostly about quarrels with friends ...'

In summary, both students and teachers believed that well-adjusted students had no major difficulties but they did have concerns. These concerns were mainly about improving their academic performance, cultivating relationships, helping their friends, and with reference to social and world issues. While students believed that well-adjusted students might have concerns in meeting parental expectations, teachers believed that these students were concerned about self-enhancement. In contrast, students and teachers were of a view that maladjusted students were students with problems: learning difficulties, relationship problems with peers and teachers, problems at home, and behavioural problems at school.

4. CAUSES OF ADJUSTMENT AND MALADJUSTMENT

In explaining causes of inter-individual differences in students in the matter of adjustment, both students and teachers attributed causes of adjustment and maladjustment to family, students themselves, peers and school (Appendix K Tables K9 to K12).

(1) *Family related causes*

Students and teachers both saw family support, care, encouragement and guidance from parents as crucial to student adjustment. Students remarked:

'... Parents care about their academic performance, but don't put much pressure on them ... parents know how to teach them ... they can talk to their parents ... Their brothers and sisters help them.'

Teachers, in addition, viewed a home which gave students a sense of security and proper supervision as a significant factor in leading to good adjustment.

'The family factor is crucial (to adjustment), when family can help them in school work and in dealing with their emotions ... Family can give children positive encouragement, then children can adjust to any environment ... Family and parents give children a sense of security ... When they can talk to their parents they usually have no problems, but are very happy and lively ... Parents closely monitor their children,' remarked a number of teachers.

Students, in addition, suggested a happy home and not much pressure from parents as contributory factors to good adjustment.

Maladjustment, on the other hand, was perceived by students and teachers as caused by a lack of care and guidance from parents. Both commented that:

'They find their parents not caring, so they feel they don't have a place at home ... Their parents are not at home to look after them ... Parents go out to work and don't have time with their children. They just give children material things but not care about them'.

In addition, students referred to over-protection and high parental expectations as causes of maladjustment.

'Parents are too protective ... Parents expect children to do very well. If they can't do so, they feel a lot of pressure ...' remarked students.

Teachers similarly perceived parental management and high parental expectations as causes of maladjustment.

'Parents push their children to study in English medium schools, but students don't like it. They are so stressed that they dare not stay for activities after school.'

Maladjustment as caused by problems at home and by parents' marital problems was a view held by both students and teachers.

'... Maladjusted students come from broken homes, single-parent families, so they have psychological problems ... Their parents quarrel ... Their family has problems. Their brothers and sisters might be very bad, can't help them to adjust.' were comments made by students.

Teachers commented that students become maladjusted when

'... both parents go out to work and nobody looks after them ... they become attention-seeking in class ... When parents' marriage breaks down ... when they quarrel ... when the family has financial problems ... Family problems affect their learning, so they lose interest in study, they don't want to go home, and become very lost.'

(2) *Student related causes*

Students' personality, ability, their effort and interest, their academic standard, were all perceived by both students and teachers as causes of adjustment and maladjustment. As students responded:

'Good adjustment comes from birth ... they have been able to adjust well since they were small ... I think it's their personality ... clever, active, taking initiative, open and optimistic ... they are serious about studying ... they have good ability for adjusting ... they have been good at study since primary school.'

Similarly, teachers were of the view that:

'The ability to adjust all depends on the students themselves. It's all

spontaneous ... It's all because of their own personality ... Having confidence in oneself is important and helps one to adjust.'

Teachers, in addition, saw good language ability, and freedom from learning problems as factors leading to adjustment.

On the other hand, both also attributed the cause of maladjustment to students themselves. Maladjustment was perceived as inborn, related to a lack of ability, a poor academic foundation and low self-esteem on the part of students. As one teacher observed:

'Maladjustment begins in primary school, doesn't just start in secondary school ... Their low self-esteem affects their school life ... They don't accept new things ... They expect too much from others but are not willing to give themselves.'

Similarly, students perceived a passive personality, lack of self-confidence, lack of will power, and poor coping skills as causes leading to maladjustment.

'... They are withdrawn, narrow-minded, passive ... They don't take the initiative to make friends ... It's their attitude. It's all because of themselves ... They don't ask teachers to help them'.

(3) *Peer related causes*

Peer influence was seen as a factor leading both to good adjustment and to maladjustment in students. Understanding and supportive friends were seen as a cause of good adjustment, while bad peer influence was considered as a cause of maladjustment. 'They are being led astray by bad friends ... they are bullied by their classmates'.

Like the students, teachers also saw peer support and good peer influence as contributing to students' good adjustment, and they attributed cause of maladjustment to the influence of undesirable peers, peer rejection, and lack of peer support.

(4) *School related causes*

Both students and teachers attributed cause of good adjustment to good student-teacher relationships, and to guidance, care and acceptance of students on the part of teachers.

'... They have good teachers ... Teachers are caring to them ... talk to them and get classmates to help them to adjust', commented students.

Teachers perceived school as a factor in contributing to student adjustment, and saw their own guidance and acceptance of students as important in contributing to adjustment in school:

'When students first come to secondary school, they have teachers who guide them ... Tutors accept them, teach them to appreciate themselves and others. This helps students to adjust better.'

Students further referred to lively and interesting teaching methods, and a quiet learning environment as factors leading to good adjustment.

'... Teachers should teach in a lively way, not just teach from books ... use their own examples to instruct students.'

Instead of referring to teaching methods, teachers considered activities and school curriculum as contributory factors to student adjustment.

'... (Students can adjust better) when the school designs activities for them to take part in and be involved in. This gives them a sense of belonging ... A civic education curriculum should be geared to improving student adjustment to secondary school life'.

Teachers also made reference to the school climate and school-home liaison as contributory factors to student adjustment, as summed up in one comment:

'... If the school has clear goals, a good school spirit, this will help students to identify with the goals and direction. This will help.'

Students, on the other hand, pointed to the importance of having a sense of belonging to the school.

'If they like their school, they will adjust better.'

In explaining maladjustment, both students and teachers referred to the school curriculum. As students remarked:

'... Too many subjects ... what they learn in secondary school is so different from their days in primary school ... Too many subjects are in English, like geography, history, science ... Not used to teachers talking in English.'

While students referred to pressure from teachers, teachers' bias, and boring teaching methods, school rules and the punitive system as causes of maladjustment, teachers attributed cause to the streaming of students. Teachers, in addition, also referred to the educational system itself and the influence of the wider community as causes.

'The problem is that we no longer have elite education. Even if students do not like to study, they have to sit in class because of the nine year compulsory education law ... Students are not allowed to repeat, so their foundation is poor ... Society influence ... What is right and wrong is no longer so clear for people in general, so students can't distinguish right from wrong.'

Students also referred to the influence of society, the pressure to buy clothes with famous brand names, and the importance attached to money, as causes of student maladjustment.

In summary, in explaining inter-individual differences in the matter of adjustment, both students and teachers referred to students' personality, ability, family support, peer support, and teachers' guidance, as factors leading both to good adjustment and to maladjustment in students. Teachers referred in particular to the organization of the school curriculum and the guidance curriculum in helping students to adjust, while they saw both the educational system as such and society influence as contributing to student maladjustment. Students, on the other hand, attributed cause of maladjustment to strict school rules, the punitive system and teachers' management.

5. MEANS OF ENHANCING THE ADJUSTMENT OF STUDENTS

In exploring views on possible means of enhancing student adjustment, *Guidance support*, *Peer support*, *Remedial support*, and *Extra-curricular activities*, were the four main categories referred to by both students and teachers (Appendix K Tables K13, K14). Students further pointed to the roles which *Teachers*, *Parents* and *Students* themselves could play in enhancing student adjustment. For their part, teachers referred to *School organization*. The following paragraphs present a comparison of their views.

(1) *Guidance support*

Students perceived guidance support from teachers as a way to help students in adjustment. Such support consists of care and encouragement, personal guidance from teachers, good teacher-student relationships, and teachers' intervention to help students in dealing with peer relationship problems. A number of students commented:

'... Adjustment takes time ... teachers' encouragement will help ... teachers guide them, talk to them more ... Teachers show more care to students ... Teachers don't scold students so much ... Teachers tell classmates not to isolate them, teachers have the authority to do it ... Teachers give students chances to show their potential.'

Similarly, the teachers also saw care, encouragement, acceptance and guidance from teachers, and the improvement of teacher-student relationships, as ways to improve student adjustment. As one teacher responded:

'Students want others to love them and care about them. If students find that their teachers care about them, they will change their behaviour, like giving up smoking ... It doesn't matter whether the teachers have taught these students or not. When students feel teachers really care about them as if they were their own children, not just caring about their school work, but about their whole being, that matters to the students.'

While students viewed guidance from school social workers as a mean to help, teachers referred to the role of tutors, in particular, in helping student adjustment.

'If tutors can establish trust with students, students will share things with them, and they won't need to wait till serious problems come up ... Tutors have more contact with students and students will talk to them ...'

(2) *Peer support*

Both students and teachers referred to support from senior students, in a form of peer tutoring and counselling, as a means of enhancing student adjustment. Students also made specific reference to friends and their care, encouragement, and support, as a means of help.

'... friends to talk to them, so that they don't keep things to themselves ... friends to help them ... to guide them.'

(3) *Remedial support*

Students considered individual remedial help from teachers and remedial support in the form of study groups and remedial classes as means of help, whereas teachers referred to having remedial classes instead of individual help from teachers.

(4) *Extra-curricular activities*

Students gave particular emphasis to group activities, like camps and outdoor activities, which they perceived as helping students to get to know each other better and so leading to better adjustment.

'Arrange more extra-curricular activities ... school should organize more activities, so that students can get used to community life.'

Only one teacher made reference to camping and competitions as a means of enhancing student adjustment.

(5) *Teacher: Teaching methods and management*

Students referred to interesting and lively teaching approaches as a way of helping student adjustment.

'Use activities approach in class, so that lessons won't be so boring ... introduce games in teaching.'

Further, students also suggested that teachers' management should be less punitive and strict.

'Teachers should not punish students so much ... so often ... Teachers should not say nasty things to students to hurt their self-esteem', a few students commented.

During the interviews, no teacher related teachers' teaching style and management to the enhancement of student adjustment.

(6) *School organization*

Teachers, instead, stressed the need of adapting the existing school curriculum to meeting the needs of students.

'Adjust the curriculum according to students' ability ... Shouldn't use English as medium of instruction for junior form students ... Teach students basic language and arithmetic skills.'

Teachers further referred to introducing guidance activities during morning assemblies and class periods as a means of help. In addition, teachers perceived clear school expectations and a happy school atmosphere as important.

'Begin in Secondary 1. Let students know the school's expectations. An improvement of the school climate can help junior students to adjust better ... Make school life more colorful, so that students will enjoy coming to school.'

While they believed in the helpfulness of teacher guidance, teachers were also concerned about their workload. Students, on the other hand, referred more to improving school facilities such as air conditioning in the classrooms and the

provision of more lockers.

(7) *Contribution by students and parents*

Students stressed the contribution of students themselves and their families to student adjustment. They pointed out that students' own initiative to change, to seek help and to avoid bad friends was important.

'Students should change themselves to adjust to others ... seek help from teachers ... When they have problems, students should talk to friends and family. Students shouldn't hide problems.'

Students also referred to care from parents, improving parent-children communication, and parental management, as a means of help.

During the interviews, none of the teachers referred to the contribution made by parents and students themselves to the enhancement of student adjustment.

(8) *Other views*

While some teachers were of the opinion that too much help given to maladjusted students led to the neglect of other students, some students felt that students should not be forced to study in a school in which they could not cope, and should change to another school.

In summary, both students and teachers shared the same view that personal guidance from teachers, remedial support, and support from peers, were significant means of enhancing student adjustment. Teachers, in addition, referred to the role of tutors in guiding students, the adaptation of the school curriculum to the needs of students, and the school climate. Students referred to the roles which both students and parents could play.

6. CONCLUSION

This chapter explored the social representations of student adjustment and maladjustment held by students and teachers. Well-adjusted students were described as capable, balanced and happy students, who cared about self and others, and had no problems. Maladjusted students were classified as unhappy introverts or disruptive students, with learning problems, family problems, behavioural problems in school, and relationships problems. Students' personality, family support, teacher guidance and peer support were causes perceived to explain the inter-individual difference in student adjustment. Teachers' guidance was seen as a means of enhancing student adjustment. Overall, the views of teachers and students were similar, though teachers tended to refer to school curriculum, school ethos and the educational system itself both as causal factors in student adjustment and as means of enabling this adjustment.

CHAPTER ELEVEN

DISCUSSION

1. INTRODUCTION

This research explored the perceptions held by students and teachers of the types of concerns and difficulties experienced by Hong Kong adolescent students, their causal attribution of these concerns and difficulties, and their views of guidance in helping students meet their concerns. It aimed to explore match and mismatch of perception between students and teachers, namely inter-group consensus or agreement, in their perception of students' concerns, causal attribution, and school guidance. To explore further levels of consensus, students' perception of their personal concerns were compared with their tutors' perception of these concerns. The level of intra-group agreement within both the student group and teacher group was analysed by exploring the effects of students' biographic characteristics (gender, age, social class), teachers' biographic characteristics (gender, teaching experience), and school characteristics (banding, guidance focus, streaming). The findings presented in Chapters 7 to 10 demonstrate the existence of shared beliefs, constituting *representations* of students' concerns, adjustment, causal attributions, and school guidance. This chapter discusses these findings.

2. STUDENTS' CONCERNS AND CAUSAL ATTRIBUTION: STUDENTS' AND TEACHERS' PERCEPTIONS

2.1. Students' Concerns as Representation: Inter-group Agreement

As distinct from other studies which have demonstrated differences in the perception which students and teachers have of students' concerns, stress and worries (Brown & Armstrong, 1982; Sharp & Thompson 1992; Li & Ng, 1992), the present research revealed a consensus between teachers and students, namely inter-group consensus, rather than merely disagreement or difference. In terms of

consensus, both groups held very similar belief structures, or *representations*, regarding students' concerns. While previous studies focussed mainly on asking adolescents to report their personal concerns and worries (Porteous, 1979; Gallagher et al., 1992; Sahin & Sahin, 1995), this study revealed that, whether students were referring to concerns they personally experienced, or to concerns they believed most students encountered, both the number of dimensions perceived and the structure of these dimensions were very similar (Appendix H). Students' perception of their personal concerns derived mainly from their own experience, whereas their views on students' concerns in general came both from their own observation and from the information they obtained from other sources, such as peers, family, teachers, or the community. The present findings thus illustrate that students' concerns are not merely an individual and subjective reality, but are also the content of a belief which is socially shared among students. Instead of being taken as an individual *representation* reflecting a particular student's psychological state, this belief can thus be regarded as a *representation* socially shared by students.

Students' concerns as a *representation* or shared belief system is further demonstrated from the close similarity of the factor structures of teachers' and students' responses, which suggests that *representation of students' concerns* is socially shared by both students and teachers (Chapters 7). Despite the constraint of having a small sample of tutors, which may have yielded some less reliable factor structures, a comparison of students' and tutors' factor structures primarily revealed inter-group similarities, with some minor differences (Chapter 8). Difference between students and teachers in their views of concerns faced by students in general (Chapter 7) was mainly in the order in which factors emerged. Such minor differences do not affect the inter-group consensus on family related concerns as the first factor, and learning problems, friendship and future, as minor factors.

Overall, the present study found that the major dimensions of students'

concerns (personal concerns or general concerns of most students) fall into two main categories. Study and educational future, friendship, and physical appearance, are more in the nature of developmental concerns. Relationships at home, in school, with peers, psychological wellbeing, and maladjusted behaviour, are rather problems or difficulties encountered by students. This distinction is a derivative of the global use of the term 'concerns' operative in this study, which embraces both developmental concerns and difficulties. As evident from the interview data, however, students spontaneously made a distinction, referring to 'concerns' as things which students cared about, distinct from 'problems' encountered. Their views of well-adjusted students as 'concerned' for personal enhancement, for cultivating relationships, and for social and world issues, reflect the first category, 'concerns'. Their views that maladjusted students face learning difficulties, problems with peers and problems at home, reflect the second category, 'problems'.

The existence of *representations* of students' concerns is further confirmed from the interview data on adjustment and maladjustment, which showed that both students and teachers hold similar beliefs about the concerns faced by well-adjusted and maladjusted students. Overall, the types of concerns mentioned are similar to the questionnaire findings on dimensions of students' concerns. There was a shared belief that well-adjusted students are concerned about enhancing their academic performance and cultivating relationships, while maladjusted students encounter learning problems, peer relationships problems, family problems and behavioural problems at school.

Further evidence of a match in perception was identified in the rating of the most pressing and least pressing concerns perceived by students and teachers. Whether students were referring to their personal concerns or those of students in general, the top ten concerns were related to grades, examination worries, and educational future. In line with other studies (Cherry & Gear, 1987; Committee on Concerns for Educational Policy, 1993; Dodds & Lin, 1992; Friedman, 1991;

Gallagher et al., 1992; Harper & Marshall, 1991; Isralowitz & Ong, 1990; Kyriacou & Butcher, 1993; Leung et al., 1986; Li & Ng, 1992), study-related concerns were perceived as the more prominent concerns for Hong Kong adolescent students. Further, over 50% of students in the present study perceived stress as a concern both for themselves and for most students, reflecting the pressure which they feel in study. Concerns about academic performance have been documented in research conducted locally in Hong Kong (Committee on Concerns for Educational Policy, 1993; Hok Kaau Tuan, 1985; Leung et al., 1986; Li & Ng, 1992). A salient feature of the present study was the perception of poor class discipline as one of the top ten concerns, both on a personal and on a general level. As classroom discipline affects students' learning, a high rating for this item reflects students' overall concern for study and achievement. Academic achievement is not only a personal concern but a concern for most students, resulting in a belief socially shared by students.

The qualitative data further highlighted that students perceived academic achievement and educational future as concerns held by well-adjusted students. Educational adjustment is a universal concern for all students. Hong Kong students' dominant concern for academic achievement in addition mirrors the values held by Chinese society and families, which include the belief that academic excellence provides access to a brighter future and prosperity. These findings are similar to those of other research studies conducted in settings with a dominant Chinese culture (Dodds & Lin, 1992; Isralowitz & Ong, 1990).

Academic achievement, friendship and physical appearance were seen by tutors and teachers as the top concerns of students. Tutors perceived academic achievement as the top concern experienced by their students. When tutors referred to their students' concerns, they were reflecting their personal experience in dealing with these students. As pastoral tutors, they are likely to be more aware of students' more pressing concerns and thus better able to reflect their perspectives. Teachers also rated grades, examination anxiety and stress as three of students' top

ten concerns, though teachers tended to rate friendship and appearance as more pressing concerns. Teachers, however, are more likely to refer mainly to the beliefs they have about students' concerns in general. As observers (Jones & Nesbitt, 1972), they are more likely to refer first to friendship and care for appearance, more general developmental concerns faced by all adolescents, than to study concerns. However, this is more a difference in emphasis than one arising from teachers' underestimation of the impact of study concerns on students. Further, qualitative data also showed that teachers believed, as did students, that well-adjusted students did have study concerns and worries about examinations, while maladjusted students manifested learning problems. These findings demonstrate that there was an overall inter-group consensus in their perception of school achievement as a concern of students.

Hong Kong students, like their counterparts in other parts of the world (Eme, Maisiak, Goodale, 1979; Smith, 1980; Stark et al., 1989), perceived physical appearance and friendship among their top concerns. Such views were shared by tutors and teachers. Care for one's appearance is a developmental task faced by adolescents (Coleman & Hendry, 1990). As the majority of students in this study were in early adolescence (aged 11 to 14), the importance they gave to their appearance is not surprising.

Consistent with other studies (Eme et al., 1979; Smith, 1980; Stark et al., 1989), cultivating friendship was a top concern for Hong Kong students. They were, however, less inclined to admit to heterosexual friendship as a personal concern but were more inclined to consider it as a concern for others. Such reluctance may reflect objection on the part of parents to adolescents cultivating such friendships. As illustrated in this study, 20% of students perceived parental objection to dating as a concern for themselves and for others.

Maladjusted behaviour in the form of drugs and alcohol abuse, having suicidal thoughts, and associating with undesirable peers, was ranked by students as the least of their personal concerns or of students' concerns in general, and this

perception was shared by both tutors and teachers. Consistent with studies on adolescents conducted elsewhere (Friedman, 1991; Isralowitz & Ong, 1988; Sahin & Sahin, 1995), drug use presented a minimal concern. The qualitative data further demonstrated an inter-group consensus on these forms of maladjusted behaviour as problems faced only by maladjusted students.

While other studies (Dodds & Lin, 1992; Friedman, 1991) showed that a country's political situation or a national issue influenced adolescents' perceived problems, and that these problems served in turn as an index of the country's current political, social and economic problems (Dodds & Lin, 1992), the Hong Kong adolescent students in this study did not perceive the political future of the territory after 1997 as a very pressing concern. Only 27% of students perceived this as a personal worry, while 17% considered it as a source of worry for students in general. These findings are similar to a local survey on the adjustment problems of Hong Kong junior secondary students, which revealed that 30% of 4208 students sampled spoke of worries about the transition (Wong, 1995). Tutors and teachers also perceived the political future as a lesser concern for students. While the political transition has been a top issue and concern for most adults in Hong Kong, as evidenced in the debates in the newspapers and in the rate of emigration, such a concern does not appear to be felt by the majority of students participating in this study. It appears that, for students, study and educational future are more immediate concerns, while the political future is somehow more distant and not within their control.

Students did not perceive school related problems as pressing concerns encountered either personally or by other students. Both tutors and teachers perceived poor relationships with teachers and resistance to school as among students' bottom ten concerns. The interview data further confirmed a shared view of students and teachers that only maladjusted students had relationship problems with teachers or behavioural problems at school.

Despite such inter-group consensus, students' and teachers' views were not

homogeneous. A more diversified view was identified in the perception of concerns relating to family, peers, and psychological wellbeing. Overall, students perceived interpersonal relationships as less a concern than did teachers. Relationships with parents were of lesser concern, whether personally or for most students. Peer relationship problems as pertaining mostly to maladjusted students was a view held by students. While tutors were more divided in their views regarding family and peer relationships as personal concerns of their students, teachers felt that these were concerns faced by most students. Again, diversity in the views of tutors and teachers lies in the fact that tutors spoke from their personal experience with these students, and thus their views are understandably divided accordingly, whereas teachers spoke more from their collective beliefs.

Students saw little problem about their confidence and goals in life, whereas tutors and teachers did believe that these were among students' top concerns, thus suggesting that students' problems in psychological wellbeing is a belief held by teachers only. Students instead perceived problems in psychological wellbeing as limited to maladjusted students, describing them as 'unhappy', 'having no confidence', and 'having no goals', while well-adjusted students were seen as possessing self-confidence, self-appreciation and realistic goals and aims for the future.

Despite this difference in views, there is inter-group consensus between students and teachers that maladjusted students encounter more family and peer relationship problems. The qualitative data revealed that, while well-adjusted students were seen to be concerned about cultivating relationships with parents and peers, maladjusted students were perceived as having uncaring or divorced parents, facing pressure from home, and isolated or bullied by peers.

2.2. Causal Attribution of Students' Difficulties as Representation: Inter-group Agreement

The present study demonstrates that causal attribution of students' difficulties is a *representation* socially shared by students and teachers, as

evidenced in similarities in the structures of cause components, whether students, tutors and teachers were referring to students' personal difficulties, a more subjective experience, or to difficulties of most students, a more objective observation. Students, tutors and teachers all attributed students' difficulties to [1] Students: their lack of ability, effort or interest; [2] School: strict school rules, the punitive system, teachers' management; [3] Classroom discipline; [4] Curriculum; [5] Family: poor communication between parents and children; [6] Peer influence; and [7] Meeting expectations. Overall, only minor differences were found, namely in the clustering of some factors, in the composition of minor factors and in the order of emergence of factors. Despite these differences, there was an inter-group consensus in that students' ability and effort, school related causes, and family related causes, emerged as the first three important factors. Thus, students and teachers shared a similar structure of belief or *representation* in their causal attribution of students' difficulties.

In the causal attribution of students' adjustment and maladjustment, as in the causal attribution of students' difficulties, students, family, peer, and school were named as contributory causes. There exists a shared view that a supportive and caring family, peer support, good student-teacher relationships, caring and supportive teachers, all contribute to students' good adjustment, while maladjustment in students is due to problems at home and to undesirable peer influence. Further, both students and teachers attributed good adjustment to students' personality and ability, which are inborn. They saw maladjustment as due to students' lack of ability, low self-esteem and poor academic foundation. There were some differences in emphasis: students tended to refer to teaching methods and school environment, while teachers tended to refer to the educational system and related matters. Nevertheless, there was an overall inter-group consensus on the causes of adjustment and maladjustment.

Further inter-group consensus was revealed in both groups' rating of the top ten items of causes of difficulties. Students' lack of effort, interest and study

method, peer influence and generation gap were among the top ten causes of difficulties. Similarly, students' innate ability, effort and attitude were appealed to by both groups in explanation of students' adjustment and maladjustment. Further, there is a general inter-group consensus on media influence as contributory causes of students' difficulties, even though this may not reflect the personal experience of students. Attribution of students' difficulties to innate qualities by both students and teachers is broadly consistent with previous findings (Al-Methen & Wilkinson 1992; Croll & Moses, 1985; Forsyth, 1986). Further, the higher rating as causal factors given to lack of interest and effort and to poor study method over lack of ability is in line with previous studies (Hau & Salili, 1991; Morris, 1983), which found that Hong Kong Chinese students and teachers gave more importance to effort. Such perception reflects Chinese family beliefs (Hess, Chang, & McDevitt, 1987), and the value given to hard work and endurance, a belief in societies with dominant Chinese and Asian culture (Holloway, 1988; Yang, 1986). Similarly, there was inter-group consensus in making reference to internal and dispositional factors (effort and interest) to explain students' difficulties.

More diversity in views between students and teachers, however, was found in attribution to school related causes and to family related causes. In general, causal attribution to school and family reflects ecological perspectives or systems viewpoints. Students, family, school, peers, and the larger community, are all sub-systems within the ecological parameters which contribute to students' difficulties (Apter, 1982). The present study demonstrates that students and teachers refer first to the sub-system 'student' as responsible for students' learning difficulties. This tendency reflects the presumption or the belief that it is deficiency within students - child deficit model - which causes difficulties in learning (Hui & Yung, 1992; Thomas & Feiler, 1988). Such an orientation also reflects the prevalence of psychodynamic and behavioural theories in the field of psychology, where children's disturbances are seen as emerging from intrapsychic conflicts (Gilliland, James & Bowman, 1989), or their behavioural difficulties are seen to be due to

maladaptive behaviour which children learn and maintain through reinforcement (Gilliland et al., 1989).

As teachers consider students to have more family related problems and problems in psychological wellbeing than school related problems, they attribute students' difficulties and maladjustment more to the family sub-system than to the school sub-system. This attribution reflects a common view or belief that students' problems in general stem from the family. Teachers' views somehow mirror the dominant views of the research studies carried out in the 1950s to 1970s, which Reynolds (1985) suggested were influenced by psychological beliefs stressing the importance of early childhood experience and family influence on children. Home circumstances were considered a factor leading to learning and behavioural problems (Burt, 1952), were a dominant determinant of student development (Plowden Committee, 1967), had a high predictive value for students' learning, and exerted a greater influence than did the schools which they attended (Coleman, 1966; Jencks et al., 1972). However, the more recent research in school effectiveness has shown school factors to be important determinants of students' learning and behavioural outcome (Rutter et al., 1979; Mortimore et al., 1988). Both the quantitative and qualitative data suggest that school factors, such as curriculum, teaching method and teacher management, were seen by students as significant causes leading to student adjustment or to students' difficulties. Hence, teachers' reluctance to refer to school related factors will have significant implications for schools' responses to the needs of students.

2.3 Adjustment as a Social Representation: Inter-group Agreement

Further, in exploring students' and teachers' images of well-adjusted and maladjusted students, findings again indicate an overall inter-group consensus. Both held a *representation* of well-adjusted students as positive, active, happy, confident, realistic, good in school work, human relationships, and coping with problems. In their description of maladjusted students, two *representations*

emerged. Firstly, maladjusted students were perceived as unhappy, rigid, diffident and self-centred, and as immature introverts with poor coping skills, who were socially isolated. Secondly, there is a *representation* of maladjusted students as rebellious, short-tempered, and disruptive, with behavioural problems.

Overall, the qualitative data reveal the existence of beliefs on students' adjustment shared by students and teachers, and confirm a match rather than a mismatch in perception, an inter-group consensus.

2.4. Students' Concerns and Causal Attribution: Strength of Inter-group Agreement

This study specifically reveals that inter-group differences between students and teachers are more in terms of their *strength of agreement*. In the area of developmental concerns common to all students, for example, there is an overall inter-group agreement, and difference lies in the strength of agreement rather than in perception or in an underestimation by teachers of the impact of these concerns on students. However, closer analysis reveals a greater inter-group difference in the strength of agreement on problems and difficulties. Students attributed cause more to the school sub-system. In contrast, teachers tended, more than students themselves, to consider that students have more problems in relationships at home and with peers, in their psychological wellbeing and so attributed cause of students' difficulties to students themselves, family and peers. A similar pattern also emerged in tutors' and students' perceptions. It is here that a mismatch is revealed.

Inter-group difference between students and teachers in the strength of their agreement can be explained by Jones and Nisbett's (1972) actor-observer distinction. When students refer to their personal problems or to students' problems in general, they refer to their personal reality. As actors, students will have more knowledge of their concerns. As students themselves, they are more likely to have more information about the concerns faced by most students. Research has already shown the self-other difference in information processing, demonstrating that self-referent ratings (describing oneself) were seen as easier, more accurate than other-

referent ratings (describing others) (Kuiper & Rogers, 1979).

Further, students and teachers constitute two different social groups. To defend themselves, personally or as members of the student social group, the student sub-system, it is likely that students would not perceive themselves so much as having problems. Tutors and teachers are observers of the phenomena of students' concerns. Their agreement or disagreement will reflect what they observe as well as the views held by teachers as a social group. What they report are reflections of their impressions, which are affected by their culture as teachers (Rogers, 1982). Further, since students' problems are more likely to affect teachers' work in school, it is understandable that teachers perceive students as having problems more than do students themselves. To defend either themselves personally or their social group, teachers will not admit students' concerns relating to their own management or competency, nor will they attribute students' difficulties to causes relating to the school sub-system. That teachers were less inclined to attribute students' difficulties and maladjustment to the school sub-system, of which they are members, suggested the tendency, demonstrated in research on causal attribution, to attribute cause of difficulties to sub-systems other than one's own as a way of protecting one's self-image as a competent and responsible professional, the so-called 'self serving bias' (Rogers, 1982), and of defending one's group identity, the 'group serving bias' (Hewstone, 1989). In a similar manner, out of loyalty to their parents or a desire not to reveal 'skeletons in the closet', students were less inclined to attribute difficulties to the family sub-system, of which they are members. Thus, the mismatch between students and teachers may well arise from the need to protect the group identity, reflecting a form of 'group serving bias', the so-called 'ethnocentric attribution' proposed by Taylor and Jaggi (1974), when members of a group attribute failure or negative events to other groups.

3. SCHOOL GUIDANCE AS REPRESENTATIONS: INTER-GROUP AGREEMENT

Comparison of students' and teachers' views on school guidance indicate inter-group agreement in their beliefs about the meaning of guidance, the guidance role of teachers, types of guidance activities offered and means of improving school guidance services. This inter-group agreement also exists in their views on means of enhancing students' adjustment. This suggests that students and teachers hold a shared system of beliefs or *social representations* of school guidance.

3.1. Meaning of Guidance: Inter-group Agreement

As revealed from the factor analytic studies, both students and teachers held a view of guidance as problem solving and developmental, and as managing discipline and student behaviour. Teachers, in addition, held a remedial view of guidance. These perceived meanings of guidance reflect the different goals of school guidance services (Young, 1994): for the whole person development of students (Miller et al., 1978), as a form of affective education (Lang, 1995), or for the control of students in school. These perceptions also differentiate between the developmental and remedial approach to guidance (Hui, 1994). Such perceptions reflect the actual practice of guidance in Hong Kong schools, where, as indicated in the findings from Preliminary Study One, some schools adopt a more preventive approach to guidance, which focuses on personal and social education, while others follow a remedial approach in rendering guidance after the occurrence of problems. These perceptions also reflect the current development of guidance services, which is moving from an individual case work approach (Education Department, 1986) to a whole school approach, adopting developmental and preventive goals (Education Department, 1993a). Thus the shared beliefs or *representations* of guidance held by both students and teachers reflect both a philosophy of guidance (Miller et al., 1978; Watkins, 1994) and the actual practice of guidance in schools. The present findings demonstrate the existence of two *representations* of guidance: a problem solving and developmental representation,

and a managing discipline and student behaviour representation. These two *representations* are socially shared by both students and teachers.

There is strong inter-group agreement in supporting a developmental and problem solving view of guidance, rather than a view of guidance as maintaining discipline or as remedial. Inter-group difference in views is mainly in the strength of agreement, with teachers inclined more to the problem solving and developmental view, and students inclined more to the remedial view. Such a diversity reveals further that what teachers expressed was their belief as espoused in the philosophy of guidance which they have acquired through their professional training or from the current development in the field of education and guidance. On the other hand, students' understanding of guidance comes only from what they perceive as actually practiced in their schools.

3.2. Guidance Roles of Teachers: Inter-group Agreement

Both students and teachers agreed that teachers offering direct guidance was a means of helping, and any difference between the two groups was merely in the strength of their agreement. The concept of guidance as a form of teacher care, and as a relationship between students and teachers (Best, 1989; Hui, 1994), was strongly affirmed in that both groups agreed on the guidance role of teachers through concern for and understanding of students, and through individual and group guidance.

There was a mismatch, however in views on the referral of students to specialists, with teachers more in favour of referral and students more ambivalent. This inter-group difference arises from teachers and students perceiving the guidance role of teachers from their own perspectives. For teachers, referring students to a specialist is, to a certain extent, a form of eliciting professional support. For students, referral to specialists has a labelling effect on the students themselves. Thus it is understandable that, to defend their self-image and group identity, students are less likely to accept referral to specialists.

3.3. Evaluation of the Guidance Services: Inter-group Agreement

While both students and teachers agreed on the helpfulness of individual guidance, teachers indicated stronger agreement than students. A mismatch between the two groups occurs in their perception of group guidance, with students more ambivalent, and teachers more certain of its helpfulness. This mismatch in views is understandable. Teachers are the providers and organizers of group guidance activities, and their evaluation will not be as objective or detached as that of students, who are the 'consumers' of these services. Further, the findings that teachers gave a higher rating than did students to guidance services by teachers themselves, are in line with other research findings (Skuy et al., 1985).

3.4. Improvement of Guidance Services: Inter-group Agreement

Given the difference in the questionnaire items on the improvement of guidance services, it emerged that students held one *representation* (teacher participation) and teachers held three (teacher participation, organization of guidance work, and workload and training).

In the shared items, there was inter-group consensus, with difference mainly in the strength of agreement. Both groups gave more importance to improving student-teacher relationships, and encouraging individual guidance by teachers, while each placed relatively less emphasis on talks and group programmes. On the other hand, for teachers, enhancing communication with parents ranked higher, while, for students, teacher guidance in the classroom ranked higher. This inter-group difference reflects emphases in students' and teachers' views. Teachers' higher priority for enhancing communication with parents reflects the current emphasis on school-home liaison by the education community (Education Commission, 1992). Students' higher emphasis on group guidance during class periods can be taken as implicit affirmation of values teaching and personal and social education, and as such has implications for future

organization of school guidance, since such guidance requires a different style or technique in pedagogy.

3.5. Enhancement of Students' Adjustment

The qualitative data confirms further inter-group consensus on strengthening individual guidance by teachers, peer support, and remedial support for students, as three significant means of enhancing students' adjustment. Students referred to roles which students and families could play, and teachers referred to adaptation of the school curriculum and improvement in the school climate. This was more a matter of emphasis than of difference in views between students and teachers. This inter-group consensus constitutes a further *social representation* commonly shared by students and teachers.

In summary, this study revealed that students and teachers, though belonging to two different groups within a school community, hold similar belief structures or *representations* of students' concerns and adjustment, causal attribution, and school guidance. There was an overall inter-group consensus, a match rather than merely a difference in perception. The beliefs which are socially shared by members of a social group constitute 'social representations' (Moscovici, 1981, Moscovici & Hewstone, 1983). Hence, these *representations* or shared belief systems can be taken as *social representations*. Further, despite their having socially shared *representations*, students' and teachers' views are not homogeneous. As argued by Moscovici (1988), it is an aberration to consider representation as homogeneous and shared as such by all in a society. Modern society is diversified, hence *representations* which are socially shared are bound to be more dynamic and pluralistic rather than homogeneous within a group. As revealed in this study, divergence in views is more related to the defence of either the student group or the teacher group in protecting their 'group image'.

4. STUDENTS' AND TEACHERS' PERCEPTIONS: INTRA-GROUP AGREEMENT

The present study further aimed to identify whether the school characteristics (i.e. banding, guidance focus and streaming) contributed to differences in students' and teachers' perceptions. Hence, it was of interest to explore further the level of agreement in beliefs among students and teachers within their own group. This was done through an analysis of their respective biographic characteristics (gender, age, social class for student group; gender and length of teaching for teacher group) and of school characteristics. As evident from the findings presented in Chapter 9, there was a general consensus in beliefs held by teachers, and their views were less subject to biographic or school characteristics. Students' views, on the other hand, were more associated with their personal and school characteristics, leading to a greater diversity within the student group. Marginally to the main thesis, this same analysis was further performed with respect to tutors and students on their views of students' personal concerns. There was general consensus in the beliefs held by tutors, whose views were not associated with either personal or school characteristics (Appendix J Tables J5 to J7). Students' views on their personal concerns, however, were strongly associated with both their school and personal characteristics (Appendix J Tables J1 to J3). Differences within the student group were again in the strength of their agreement on particular concerns and causes. Hence there was more intra-group agreement within the teacher group than within the student group.

4.1. Effects of School Characteristics

Results from this study lend support to previous research studies which found school variables exerting significant effects on students' perception. In distinction from other studies (Gallagher et al., 1992; Porteous & Kelleher, 1987) which investigated the effects of school variables such as sex composition, religious influence, academic orientation, or resources and tradition, the present study examined specifically the effects of school banding, guidance focus and streaming.

These variables reflect the current situation in Hong Kong schools, where students are grouped into different bands and assigned to schools according to their learning abilities (Education Department, 1992b), and then grouped into different streams within the school according to their academic performance, and where schools adopt different guidance focuses in their guidance work (Hui, 1994).

(A) Banding Effects

The present findings reveal that students' views, whether of students in general (Chapter 9) or of their own personal experience (Appendix J Table J3), have a strong association with school banding. It appears that the climate of Low Band schools differs significantly from that of Top Band schools, in that their students believed students not only faced more normal developmental concerns, but also experienced more relationships problems either at school, at home, or with peers, and had more maladjusted behaviour. As causal factors either of their personal problems or of those of most students, they looked to various school factors, such as school rules, teacher management, classroom discipline, and curriculum, in addition to students' lack of ability and effort, peer influence. Students in Low Band schools also attributed their personal difficulties to parental marital problems. In addition, the present findings reveal that school banding had a significant association with students' views on school guidance. Again, the climate of Low Band schools differed from that of Top Band schools, in that their students tended not to perceive guidance so much as developmental and problem solving, attached more importance to referral to specialists as a means of help, and were less positive about the helpfulness of individual guidance, guidance during class periods and good student-teacher relationships, as means of school improvement.

Teachers' perception of students' concerns and their causes, but not their views of school guidance, were associated with the banding of their schools. The findings that teachers in Low Band schools perceived students as having more school related problems and maladjusted behaviour, and their attribution of cause

to student ability and effort, study method and interest, not only echoed the beliefs held by students in Low Band schools, but also re-affirmed the different climate between Low Band and Top Band schools.

As the school banding reflects the ability and achievement level of students, these findings further confirm that students with low abilities and achievement face more problems, and that they tend more to believe that students have problems. The types of concerns experienced by students in Top Band schools and in Low Band schools are different, and their views of guidance differ. Students' and teachers' views reflect not only their own belief but also their schools' climate. This may provide the reason for less strength in intra-group agreement for both the student and teacher groups.

(B) School Guidance Focus

The guidance focus adopted by the school, whether a more preventive one (PAB) or a solely remedial one (REM), did not have a very strong effect on students' views of students' concerns and causal attribution, whether on a personal level (Appendix G) or in their collective beliefs (Chapter 9). A significant school guidance focus association was apparent only in two concern dimensions (*Physical appearance, Study concerns*) and two cause components (*Peer influence, Generation gap*), when students considered concerns of students in general (Chapter 9). When referring to their personal concerns, a significant guidance focus effect was found only in one concern dimension (*Study concern & future*), and one cause component (*Classroom discipline*) (Appendix J Table J3). Similarly, teachers' views of students' concerns in general and of their causes were found to be associated with school guidance focus in one dimension (*School related problems*) and two cause components (*Student ability and effort, Classroom discipline*), while tutors' perception of their students' personal concerns and their causes were not associated with school guidance focus (Appendix J Table J6). Hence, the students' concerns and their causes perceived either by students' or

teachers is not significantly related to the school's practice in guidance.

The present findings further reveal that students' perception of school guidance is not so much associated with their school's guidance focus, except in their understanding of the meaning of guidance. Such association is understandable, as students acquire their understanding of guidance through the actual guidance practice in their schools. Hence students in REM schools tended to perceive guidance as remedial. On the other hand, the way in which teachers perceived the various aspects of guidance was not related to the school guidance practice, which reveals that school guidance practice is not associated with teachers' belief about guidance. Whether in a school with a more preventive approach (PAB focus) or with a solely remedial approach to guidance (REM focus), all the teachers perceived guidance as developmental, and were less certain of guidance as a way of maintaining discipline and of managing student behaviour. They accepted teachers having a role in offering direct guidance as well as in referral to specialists. As the school's contribution to the improvement of guidance, they suggested teacher participation in guidance, improvement in the organization of guidance work, lessening of workload and improvement in training.

(C) Interaction of Banding and Guidance Focus

Banding was further confirmed as a more salient factor through an analysis of the significant association between banding and school guidance focus, whether with students' beliefs about students' concerns in general and their causes (Chapter 9), or with their views of their personal concerns and their causes (Appendix J Table J3). The significant differences between students in Top Band PAB schools and those in Low Band PAB schools in this study were crucially the differences between Band 1 and 2 students at the top of the ability range, and Band 5 students at the bottom. It has been suggested that students of lower ability and achievement encounter more behavioural problems at school (Education Department, 1993b). The present findings further confirm the observation that Band 5 students in

general encounter more problems at school and hold a shared belief that most students have problems. Further salient findings were that these students attributed cause to student ability and effort, study method and interest, and classroom discipline, and saw guidance as managing discipline and student behaviour.

Further analysis also revealed that there was a significant individual school effect which accounted for the interaction. In this study, students in Schools 6 and 3 (Low Band PAB schools with Band 5 students) held views on concerns and causal attribution distinctly different from those in Schools 1, 4 and 7 (Top Band PAB schools with Band 1 students). Similarly, students in School 10 (Top Band REM school with mainly Band 2 students), though of higher ability, held views similar to those of students with lower ability in Low Band REM schools (Schools 8 and 9). This may explain why a solely remedial approach is adopted in guiding these high ability students. Further, a significant school effect was also apparent between Schools 10 and 5 in students' views on guidance. The individual school effect was apparent when students referred to their belief about concerns faced by others (Chapter 9), as well as when they referred to their personal experience (Appendix J Table J4). Hence, the present study extends other studies (Porteous & Kelleher, 1987; Gallagher et al, 1992) to suggest that the school atmosphere is associated with students' views on causal attribution and on guidance, in addition to their perception of students' concerns. Banding in Hong Kong schools is a form of streaming students. In line with observations made by Hargreaves et al. (1996), the present findings demonstrate that in polarizing students into Top Band and Low Band schools, our secondary schools are creating two different cultures.

On the other hand, the interaction effects of banding and guidance focus for teachers or tutors was minimal. In cases where an interaction effect was identified, the pattern was similar to that of the students presented above, suggesting that teachers' views are associated with school banding, and the atmosphere of individual schools.

In brief, school banding was found to be a more significant school factor in

influencing not only students' perception but also that of teachers. Further, individual schools exerted a significant effect on students' perception and to some extent on teachers' perception. Students' problems are likely to affect the teaching and guidance work of teachers, and thus have a greater impact on the professional life of teachers in general. This explains in some degree why teachers' perception of both students' concerns and causal attribution are influenced by banding.

(D) Streaming

It is logical that streaming within school, which is mainly about differentiation of students according to academic achievement, had a strong association only with students' perception of their personal concerns, in which low achieving students reported having more study related concerns and referred more to their ability and effort as causes. The effect of streaming on students' belief about concerns of students in general was less significant, though some association was revealed in their causal attribution to student ability and effort and to a generation gap, and in some of their views on school improvement of guidance. As has been discussed earlier, in referring to students' concerns, students were stating their belief and observation rather than revealing their personal experience. Whether they were in the high or low achieving stream was not associated with their belief. On the other hand, the attribution to ability and effort by students in low achieving classes as an explanation of their own and other students' difficulties further confirms that students' views reflect the actual practice in school, and the belief that low achievement is caused by students' innate qualities.

The effect of streaming on teachers' perception was only apparent in two dimensions of concern and two cause components, after isolating the banding effect. In addition, whether tutors were with high achieving or low achieving classes had no significant association with the way in which they perceived their students' personal concerns and their causes (Appendix J Table J7). The fact that

teachers in schools with streaming attributed students' difficulties more to student ability and effort and to study method and interest, actually reflects the schools' rationale of streaming students.

4.2. Effects of Personal Characteristics

4.2.1. Students' Personal Characteristics

(A) Gender Effect

The present study confirms that gender has a significant association with students' perception of their personal concerns (Appendix J Table J1). This is broadly consistent with the findings of previous studies, that female students were more neurotic (Porteous, 1979), reported more worries (Gallagher et al., 1992; Gillies, 1989; Porteous, 1985a; Simon & Ward, 1982), had more problems relating to family adjustment (Collins & Harper, 1974), while male students were more concerned with authority and rules (Porteous, 1979, 1985a). The present study extends previous studies in suggesting that students' collective belief about students' concerns in general, students' causal attribution and their views on guidance are also associated with their gender. As revealed in this study, male students perceived most students as having more school related and peer related problems and maladjusted behaviour, and tended to look to the school sub-system and peer sub-system, as well as the student sub-system, in causal attribution. Female students tended to believe that most students had more concerns about study, physical appearance and conflict with parents, and referred to the generation gap as a cause. As male students spoke more of school related problems, it is logical that they perceived guidance as managing discipline and student behaviour. The finding that male students were less accepting towards teachers offering direct guidance, but were more positive about group guidance, has implications for schools' organization of guidance.

(B) Age Effect

The present findings reveal that students' perception of students' concerns in general have a significant association with their age. Age exerted a strong effect in five dimensions of concerns (*Family related concern, Psychological wellbeing, Maladjusted behaviour, Physical appearance, Future*) and three cause components (*Student ability and effort, Study method and interest, Family related causes*). Similarly age also had a significant effect on students' views of their personal concerns and causes (Appendix J Table J1). In line with previous studies (Porteous, 1979; Gillies, 1989; Gallagher et al., 1992) which found that adolescent problems increase with age, the present study found that older students (age 15 and over) not only perceived themselves as having more problems, but considered most students as having more family related problems and problems in psychological wellbeing, and attributed difficulties more to family related causes. This phenomenon can be explained as adolescents' need to establish their identity, their striving for independence from parents in their development into adulthood, a finding in line with adolescent development (Coleman & Hendry, 1990). On the other hand, behavioural problems such as drugs and alcohol abuse or association with undesirable peers is inherently less likely among younger students.

(C) Social Class Effect

However, in contrast to studies which revealed social class influence on adolescents' perception of problems (Isralowitz & Ong, 1990; Sahin & Sahin, 1995), the present study did not suggest students' social class background as a significant variable, where social class background was defined by the occupation and education level of the students' fathers, and the type of housing in which their families resided. The present findings further reveal that students' beliefs about concerns faced by other students, causal attribution and their views of school guidance are not very significantly associated with their social class background. This lack of association could be due to the present student sample being drawn

according to school characteristics, and Hong Kong schools are streamed only according to academic ability and not according to social class.

In brief, students' perception was associated with their age and gender, with the school banding, which is an indicator of students' ability, and to a less extent with the school's guidance focus and streaming. These influences led to less intra-group agreement. When students were asked to state their personal experience in terms of problems and attribution, an association of their personal characteristics with their views is understandable and is confirmed by research findings. Similarly, both in perceiving concerns of most students and in their causal attribution, students still carry their personal identity as 'students'. Their views cannot be the expression of purely objective observation without reference to their personal experience.

4.2.2. Teachers' Personal Characteristics

In contrast to students, there was no association of teachers' gender with their views on students' concerns in general, their causation, and school guidance (Chapter 9). Similarly, tutors' perception of their students' concerns and their causes were not associated with their gender (Appendix J Table J5). Teaching experience, however, did have some association with teachers' views of guidance. The finding that experienced teachers tended to see guidance as managing discipline and student behaviour is understandable. Since it is only in recent years that Hong Kong schools have moved from a remedial approach to guidance, dealing with student misbehaviour, to a more developmental approach, the views shared by experienced teachers may be a reflection of past practice in guidance. As experienced teachers are more likely to be involved in organizing guidance work, their views on the improvement of organization reflect their personal concerns. Further, group guidance requires different skills and pedagogy from teaching, and are thus likely to be more demanding. The less positive rating by less experienced teachers points to the need for training in group guidance skills. On the other hand,

teaching experience had a significant association with tutors' perception in only one dimension of concerns and one cause component. As the tutor sample size is relatively small, these findings have to be interpreted with caution.

An overall analysis of the contribution of school characteristics and personal characteristics reveals that there was more intra-group agreement among teachers on students' concerns, their causal attribution and their views of school guidance.

Teachers' *representations of students' concerns and causation* more reflects the views held by teachers as a social group, as their perception was less subject to the influence of their personal background. Teachers' views, however, are more likely to be affected by their school background. As has been discussed earlier, students' concerns are likely to affect their teaching and professional life. Hence, it is understandable that teachers in Low Band schools surrounded by students with problems differ in their beliefs from their counterparts in Top Band schools. Further, such diversity in views is also in line with Moscovici's contention that social representations are pluralistic rather than homogeneous (Moscovici, 1988). Teachers' perception of school guidance was less subject to their school background but was more likely to be associated with the length of their teaching experience. As educators, what teachers expressed was more in accordance with the philosophy and principles, as espoused by guidance theorists and educationists. Hence they are more likely to identify with the notion of guidance as personal, social and values education. As providers of guidance services, they are bound to have a more definite and convergent view of guidance. Hence, their views reflect more their philosophy and beliefs as teachers, rather than influence by the ability level of their students. Their perception of guidance is independent of the guidance focus adopted by their schools, which suggests that the actual practice in school may not always reflect what teachers believe.

5. CONCLUSION

To conclude, students' *representations* of students' concerns, causal attribution, and school guidance, match with those of teachers. There is also a match between students and teachers in their perception of students' top and bottom concerns and their causes. This indicates an overall inter-group agreement. Mismatch between students and teachers appeared mainly in the strength of their agreement. There was also a differential effect of their personal background and of the school background upon their perception. Mismatch is due in some measure to actor-observer and provider-consumer distinctions, and to the protection of group self-esteem. Lastly, intra-group agreement among students was associated with their personal and school backgrounds. Teachers, in contrast, show more intra-group agreement in their views.

CHAPTER TWELVE

CONCLUSION

1. INTRODUCTION

As indicated in the literature review (Chapter Two), research studies into students' perspectives are limited. Such a neglect could be due to the existence of a 'conventional wisdom' of pastoral care: that teachers think they know and understand the feelings and thinking of students (Lang, 1983). In considering the research on pastoral care, Lang & Marland (1985) proposed as a significant area of investigation students' own perception of their needs and how such needs are being met through pastoral care. Further, research into both students' and teachers' perceptions often revealed a general mismatch between them (Batten, 1989; Brown & Armstrong, 1982; Harrop & Holmes, 1993; Li & Ng, 1992; Sharp & Thompson, 1992). In the case of Hong Kong, guidance as a form of pastoral care has evolved from a solely individual case work model to a more preventive model. However, research into how teachers and students perceive students' needs and their views of guidance in meeting these needs has been minimal. These facts form the background against which the current research was undertaken, with the aim of investigating the perceptions held by students and teachers of students' concerns, their causal attribution, and their views of guidance in meeting students' needs. Using Moscovici's theory of social representation as a focal theory (Moscovici, 1981), it was postulated that students' and teachers' perceptions are possibly not merely individual views, but are more likely to be beliefs which derive from social experience (Siegel, 1985), and are influenced by the social ambience from which the students and teachers come (McGuinness, 1995). Thus, their perceptions would reflect the beliefs socially shared within the community, the so-called *social representations* as proposed by Moscovici. As students and teachers carry different social identities, their perceptions may reflect the beliefs or *social representations*

held by two different social groups, thus leading to a difference or mismatch in perception. In this Chapter, discussion will aim at demonstrating how the findings of this study further extend previous studies and how *social representations* as a focal theory helps to explain students' and teachers' perceptions.

2. KEY FINDINGS AS A CONTRIBUTION TO KNOWLEDGE

2.1 Match or Mismatch in Perception: A Myth Unveiled by Social Representations

This study extends previous research on adolescents' concerns, problems or worries, which find these to be students' individual psychological states, by demonstrating that students' concerns, their causal explanation of their difficulties, and their views of guidance, are representations socially shared by both students and teachers. According to Moscovici (1981), social representations, a set of concepts, statements or explanations originating from everyday communication, are generated to help people to make sense of the world in which they live. This study suggests that the students and teachers involved made sense of the phenomena of students' needs and adjustment by generating two representations of students' concerns: developmental concerns, as distinct from difficulties and problems. Teachers accurately perceived developmental concerns, such as academic achievement and future education, desire for friendship and care for physical appearance, as students' prevalent concerns. It can be argued that students' needs to cope with their developmental tasks, a dominant theme in adolescent development (Erikson, 1968; Wall, 1947), has gone beyond being merely a psychological theory to become a shared belief held in the educational community. Similarly, the prominent importance which students gave to academic achievement reflects not merely their own individual concern. As Jaspars and Fraser (1984) pointed out, '....[representations] are social because they are shared by many individuals and as such constitute a social reality which can influence individual behaviour' (p.104). As Chinese society holds a belief that academic excellence is a means of ensuring a bright future and prosperity, students' concern for

achievement also reflects this cultural value endorsed by Chinese society at large, a representation socially shared. Hence, it is contended that this consensus between students and teachers is not merely a matter of teachers accurately estimating students' needs. Rather, teachers' perception, like that of students, reflects the shared belief of the society to which they belong.

Confronted with phenomena inexplicable by scientific knowledge, such as why children worry or how to keep healthy, people generate social representations to make sense of them (Moscovici, 1988). When students and teachers faced the phenomena of students' difficulties, a reference was made to school, family, peer and students themselves - an ecological perspective, or systems viewpoint - as a causal explanation. Problems in students reflect problems in the system (Apter, 1982). Such a reference reveals a shared belief or social representation that, when students have problems, the fault lies in the system, where the system can be the students themselves, family, school, peers, or the larger community. Students' and teachers' consensus in referring to students' lack of interest, poor study method and poor academic foundation as contributory causes points to the dominance of a shared belief of a 'child-deficit' view as the causal explanation of students' difficulties. Such a perception also reflects the cultural values of hard work and endurance esteemed by Chinese society (Yang, 1986), and the Asian belief that effort determines achievement (Holloway, 1988).

In the matter of guidance as a means of helping students to meet their needs, findings again point to the existence of social representation, with a dominant inter-group consensus between students and teachers. Representations of guidance as *Problem solving and developmental* and as *Managing discipline and student behaviour* illustrate care and control as related aspects of guidance (Best, 1989). There is an affirmation of the teachers' role in offering direct guidance, both on an individual and group level. Teacher care and understanding, and good teacher-student relationships in particular, were perceived as pertinent in enabling students to cope with problems, in enhancing their adjustment and as essential for

effective guidance. These beliefs echo the notion of pastoral care as a caring quality of relationships between teachers and students (Best, 1995). Thus, the concept of pastoral care as embracing the realms of relationships, values and attitudes (Best, 1995) is not merely an ideal pronounced, but is a shared belief held by both students and teachers.

On the question of match or mismatch in perception between students and teachers, present findings suggest that this is not as simple as merely a matter of underestimation or overestimation, or of misjudgement by teachers of students' views. Teachers and students hold similar representations in the matter of students' concerns, causal explanation and guidance. Thus, there is an overall inter-group consensus, a match in perception. In general, teachers are aware of the various needs experienced by students, and the difference between students and teachers is more in terms of their strength of agreement. Even then, as evident in this study, it is not necessarily a matter of underestimation by teachers of students' needs. Though teachers, for example, perceived students as having less study concerns, attributed more cause to study method and interest, and agreed more to a problem solving and developmental view of guidance than did students themselves, such difference was mainly in the rating of strong agreement or agreement.

Sharing similar representations does not, however, imply the existence of a homogeneous view between teachers and students. Phenomena in modern society are heterogeneous and, as already noted in Chapter 11, Moscovici regards it as 'an aberration ... to consider representations as homogeneous and shared as such by a whole society' (Moscovici, 1988, p.219). Instead, he considers representations as 'social' and distinguished from Durkheim's 'collective' representations to indicate 'the plurality of representations and their diversity within a group.' (Moscovici, 1988, p.219). The present study illustrates that within a common framework of belief, or *social representation*, there was a diversity of views between students and teachers within the school community. For teachers, *Maladjusted behaviour* and *Peer relationships* emerged as more important factors, *School related problems*

and *Psychological wellbeing* less important, whereas the opposite trend was found in the case of students. In causal attribution, students distinctly identified *Classroom discipline* as a cause component, whereas teachers referred separately to *Study method and interest*. Although students and teachers both saw guidance as developmental and problem solving, students gave more importance to the problem solving than to the developmental function of guidance. Further diversity was found in a comparison of the strength of agreement between students and teachers. Teachers held a belief that students had more problems in their psychological wellbeing, in peer relationships and in family relationships. They were more inclined to attribute students' difficulties to the family sub-system than to the school sub-system. They were more ready to consider both individual and group guidance as helpful, and were more prepared to refer students to specialists. Students, in contrast, indicated less agreement to such views. It is here that mismatch in perception is identified. The thesis then goes further to an explanation of such mismatch or diversity.

Borrowing Jones and Nisbett's (1972) actor-observer distinction, in the matter of the perception of students' concerns and causal attribution, students are more in the role of actors, while teachers are more of observers. As actors, students are likely to have more information about their own behaviour and the concerns of other students than do teachers, who are observers of the phenomena. Such actor-observer difference is also apparent when students assume the role of observers in perceiving concerns of students in general. In both cases, the actors considered themselves having less problems than did the observers. On the other hand, in the matter of guidance, teachers, as providers of the service, are more in the role of actors. Thus, it is understandable that they were more certain than students of the meaning of guidance, the guidance roles of teachers, the helpfulness of the guidance activities and the means of school improvement.

Further, students' and teachers' perceptions are not merely the collection of individual views but representations shared socially, and thus a manifestation of the

views of their social groups. Their perceptions are likely to be influenced by their social identity. The qualitative findings from student interviews already indicated that students considered teachers as belonging to a different group in the school, or to a 'different class' in their own words (Chapter 5). People define their social identity in terms of their social group membership and have a tendency to seek a positive social identity (Tajfel & Turner, 1986). Research in 'intergroup attribution' has also shown how different social groups explain the behaviour of their own members or of the members of other groups (Hewstone, 1989). The defence of their own selves or of the student social group may explain why students were less inclined than teachers to perceive students having more problems, or to agree to referral to specialists, an acceptance of the label 'students with problems'. Similarly, as a member of their family sub-system, students are less prepared to admit having family problems, for the sake of preserving a positive 'family identity'. Taylor and Jaggi's (1974) theory of 'ethnocentric attribution', where members of a group attribute positive events to their own group and negative events to other groups, further elucidates the phenomena of mismatch in perception. Teacher attribution of students' difficulties to social groups other than school, a sub-system of which they are members, is a means of protecting teacher self-image and of preserving a positive social identity of the teacher group. The belief that students have more family related problems than school related problems, and that students' problems stem more from family than from school, serves the 'group defence' function of social representation (Echebarria et al., 1992). Attribution of students' difficulties and adjustment / maladjustment refer to a way in which people perceive the causal structures of events (Kelley, 1983), or to their ordinary explanation of social behaviour (Antaki, 1981). The mismatch between students and teachers in causal attribution of students' difficulties is a manifestation of 'group serving bias' on the part of teachers for the sake of group defence. Such diversity also demonstrates the 'social identity' function of social representation (Carugati, 1990b; Hewstone et al., 1982). Hence, the diversity of

views is associated with different social identities carried by students and teachers within a community, and converges in group defence as an explanation.

On the assumption that student adjustment is related to how well their needs are being met, an exploratory study was conducted on the perception of student adjustment held by students and teachers, as a means of searching for a fuller explanation of students' concerns and causal explanation. The present findings confirm that the shared belief on student adjustment held by students and teachers is similar to those they held on students' concerns and causal attribution. Extending previous studies on social representations (Echebarria et al., 1992; Hewstone et al., 1982; Mugny & Carugati, 1989), this study reveals the existence of social representations of student adjustment. In the matter of inter-individual difference in adjustment / maladjustment, two distinct social representations emerged. While good adjustment is perceived as fostered by caring parents, supportive teachers, understanding peers and positive school climate, maladjustment is attributed to problems at home, the school's punitive system, undesirable peer influence, the education system, and society influence. There is also a shared belief that adjustment / maladjustment is inborn, and related to the student's ability and personality. Thus, in causal attribution of adjustment / maladjustment, as in the case of causal attribution of students' difficulties, a reference was made to ecological sub-systems. Further, two distinct images of 'well-adjusted students' and 'maladjusted students' appeared. Well-adjusted students are categorized as happy, confident, good at study, human relationships and coping, concerned for self enhancement, and concerned for others. Maladjusted students are depicted as unhappy, rigid, diffident introverts, loners and social isolates, having problems in learning, emotion, behaviour, and human relationships, and having problems at home. These images illustrate that both students and teachers used personification as a means to explain the abstract concept of adjustment / maladjustment. These images can be interpreted as illustrative of how the abstract concept of adjustment / maladjustment is made into concrete, visible and tangible reality. Moscovici has

used the term objectification to describe this process, which 'saturated the unfamiliar concept with reality, changing it into a building block of reality itself' (Moscovici, 1981, p.198). The primary function of social representation is to turn the unfamiliar into the familiar (Moscovici, 1984), and this function, as illustrated in this study, is achieved through the process of objectification.

Hence, this research provides evidence of the existence of social representations, a shared belief held by students and teachers on students' concerns and adjustment, causal attribution and guidance. Social representations as a theory has received considerable research attention in the field of social psychology. However, apart from the study by Hewstone et al. (1982) of social representations among 'public' and 'comprehensive' school boys in Britain, application of the theory in an educational setting is minimal. While this research was not intended as a validation or extension of Moscovici's theory of social representation, it is an attempt to apply social representation as a theoretical framework to understand the issue of students' concerns and adjustment in an Asian educational setting, a new area which has not yet been investigated. The findings shed light on how students and teachers make sense of the world in which they live by generating a shared belief on students' concerns and adjustment, causal attribution and school guidance, and their conception of adjustment, and how they produce explanations to account for inter-individual difference. Students' and teachers' perceptions can be regarded as a 'lay conception' or an 'implicit theory' of adjustment / maladjustment. Hence, the present study extends other studies which looked at lay conception of intelligence (Sternberg, 1985), social representation of intelligence (Mugny & Carugati, 1989), and parental belief system (Siegel, 1985) to an exploration of the social representations or 'lay conception' of students' concerns and adjustment / maladjustment.

2.2. Perception of School Guidance

Several salient findings emerge in this study which add to existing knowledge on the concept of guidance and the assumption of its goodness and desirability for students. Firstly, there is a clear consensus among students and teachers to affirm guidance as helping students' personal growth and as a form of values teaching. While teachers were unanimous in endorsing a preventive school guidance focus, students looked to more group programmes, talks and class periods, and venues where personal-social education is delivered, as a means of school improvement in guidance. Hence, these views mirror the developmental, preventive or proactive aspects of guidance advocated by educationists in different parts of the world (Hui, 1994; Lang, 1995; Young, 1994). They are an affirmation, not only from teachers but also from students, of guidance as a form of personal-social education (Watkins, 1985, 1995).

Secondly, there is a clear agreement on the part of students and teachers on the problem-solving view of guidance which involves teachers listening to and helping students face and solve problems. There is also an affirmation of individual guidance as a means of enhancing students' coping and adjustment and of its usefulness. Such views appear to be a resonance of the remedial or reactive aspect of guidance (Hui, 1994; Lang, 1995; Young, 1994), which somehow contradicts the current move of Hong Kong schools from an individual case work model to a whole-school programme model (Education Department, 1993a). However, while students were positive about individual guidance from teachers, they were ambivalent about being referred to specialists for help. Borrowing Hamblin's (1993) concept, counselling can operate on three levels: (1) Immediate level - where students are helped to learn ways of resolving problems; (2) Intermediate level - where counselling is conducted through group activities; (3) Intensive level - where a small number of students are referred to the pastoral team or guidance specialists for help. What students affirm in this study is the importance of the immediate level of guidance and counselling, where students are helped to

appreciate their self-worth, learn values, and acquire problem solving skills. Both teachers and students affirm the developmental aspects of individual guidance and counselling in a school setting, which is not merely a process of remediation, but rather a process of helping students develop self-understanding, self-acceptance and coping strategies (McLaughlin, 1995). It is also a process in which teachers and students communicate effectively about affective concerns (Lang, 1993).

Thirdly, students' views provide empirical evidence that students preferred neither the 'referral nature' nor the 'student initiated nature' of guidance and counselling. Instead, they favoured guidance and counselling to be 'invitational in nature' (McLaughlin, 1993, p.47), and gave more importance to teachers initiating guidance contact. This finding also reveals that students' belief about guidance was similar to that of the teachers and the educationists, that the goal of guidance is to provide a point of personal contact with students (NAPCE, 1986), and to meet developmental needs of young persons for security, guidance, moral and emotional support (Best, 1989, 1995). Students' views here are significant for teachers' roles in guidance and schools' organization of guidance services.

Fourthly, there is less consensus among students and teachers regarding guidance as remediation of students' emotional and behavioural problems, illustrating their ambivalence concerning guidance as an 'emotional first aid' (Hamblin, 1978) or a 'safety net' to catch those at risk (McGuinness, 1989). Students' ambivalence towards referral to specialists is an implicit veto to being labelled as problem students. Hence, their reservation towards guidance as a 'cure' lends further support against the 'reactive case work' model of guidance, where the sole focus is on remediation rather than enhancement. These findings also provide empirical evidence against school guidance and counselling being abused as a means of social control and personality change (Hamblin, 1993), and as a mechanism in labelling students (McLaughlin, 1995).

Fifthly, if the provision of guidance is to enable students to meet their needs, students' perception of classroom discipline as one of their pressing

concerns, their attribution of difficulties to poor classroom discipline, and the agreement of both students and teachers on guidance as correcting students' misbehaviour, all lead to an affirmation of the value of maintaining discipline as a salient guidance task (Best, 1989, 1995), and to the encouragement of a caring and orderly environment as a whole school guidance goal (NAPCE, 1986). However, contradiction is also revealed in the divided views of students and teachers on guidance as maintaining school rules and discipline. This contradiction is most likely due to the guidance / discipline split in Hong Kong schools, where guidance and discipline responsibilities are assigned to different functional teams. The Discipline Team enforces school rules while the guidance of students manifesting misbehaviour is the territory of the Guidance Team. As discipline is an important guidance task, there are implications for the overall organization of guidance.

Sixthly, students perceived academic performance as a top concern. As a means for enhancing student adjustment, they considered improvement of teaching style and management, the provision of remedial support by teachers, and peer support in the form of tutoring. These findings support the stance against the polarization of students' academic achievement and guidance: separating learning from guidance neither helps to meet students' needs, nor enhances effective teaching and learning (Watkins, 1995). Thus, the guidance goal should go beyond developing the students' affective domain, to providing support and guidance for students' achievement, and to monitoring students' progress across the curriculum (NAPCE, 1986).

Lastly, teachers' views on school organization of guidance work, adjustment of workload and training as school improvement of guidance provide empirical evidence to support the importance of the intermediate level of guidance and counselling (Hamblin, 1993), which focuses more on co-ordination of resources and effort, and the involvement of all teachers in guidance.

In brief, this research contributes to the existing field of knowledge in illustrating that the concept of guidance and its function is not merely a view

esteemed by theorists and academics but a belief shared by the practitioners and the clients in the educational community. Overall, there is an assent by students and teachers to proactive and developmental guidance, with some reservation about remedial guidance. School guidance, its meaning, function, values and desirability, has become a belief, or *social representation of guidance*, shared by both students and teachers. Hence, this may explain why there is a continuity in the school community with what the theorists believe. On the other hand, the present study reveals that teachers' beliefs about guidance are independent of the actual practice and guidance focus in schools. Teachers in schools with a solely remedial guidance focus also agreed more to a preventive and developmental view than a remedial view. Hence, this points to a divergence of belief and practice, and raises the question whether teachers' identification of a proactive and developmental guidance is a 'notional assent' or constitutes a 'real assent' in which they practice what they believe, or whether there also exists an 'unofficial version of guidance': that the goals espoused in guidance are developmental while the practice is reactive. Since a school's practice can be remedial while its guidance goal is developmental (Young, 1994), given that the present sample of schools with a remedial focus is small, this points to the possibility and need of further research to investigate match and mismatch between stated guidance goals and school practice.

2.3. Effects of School Characteristics and Personal Characteristics on Students' and Teachers' Perceptions

The school guidance focus, as a school factor, has not been previously investigated. The findings from Preliminary Study One provided empirical evidence that schools differed in their guidance practice. Further, the Main Study adds to existing knowledge the insight that students' views of guidance, though not those of the teachers, are to some extent, determined by the school guidance focus.

School banding was found to be a salient school factor which exerts an effect on both students' and teachers' perceptions. Findings provide evidence that the climate of Low Band schools differed from that of Top Band schools, in that

both students and teachers in Low Band schools held a shared belief that students encountered more problems. Low Band students were found to have social representations of students' concerns, causal attribution and school guidance quite different from those of Top Band students. Moscovici contends (1984) that knowledge is socially constructed, sustained and manifested in social communication. Emler, Ohana and Dickinson (1990) further argue that children acquire their knowledge from the social groups to which they belong, through active communication and interaction with adults and other children. The diversified views shared by Low Band and Top Band students reflect the social groups to which they belong, in this case their school communities. Similarly, teachers' shared beliefs are influenced by the social ambience of their school. It can be argued that the shared belief of students and teachers determines the school climate. Further, the divergence in views between students and teachers in Top Band and Low Band schools reflects that school banding, which is a form of streaming, not only polarises students, but also creates a different culture.

The attribution of difficulties to school-related factors by Low Band students further highlights that, from the students' point of view, schools have a role in lessening or aggravating their difficulties, a finding which further supports previous studies that school does matter in students' learning and behaviour performance (Rutter et al., 1979; Mortimore et al., 1988).

In brief, while other studies (Gallagher et al., 1992; Porteous & Kelleher, 1987) investigated school factors as differentiated according to sex composition, religious influence, academic emphasis, resources and tradition, the present study extends these findings to suggest that other school factors, such as banding and guidance focus, also determine, to a different extent, the shared views of students and teachers.

Though this study was not designed to investigate school effects in students' and teachers' perceptions given the small number of schools in the sample, findings did reveal a significant school difference. Within the range of both Low Band

schools and Top Band schools, there was a significant difference between schools. As revealed in this study, a Band 5 boys' school, and a Band 5 girls' school, with a more preventive guidance focus differed significantly from Top Band schools (Band 1 and 2) with a similar guidance focus, in both students' and teachers' perceptions. Students in a Top Band (Band 2 boys' school) with a remedial focus shared views similar to those in Low Band (Band 4) schools with remedial focus. These findings will have implications for further research.

The present findings reveal different effects of personal biographic characteristics on students' and teachers' perceptions. Students' perception, but not that of the teachers, was more inclined to be influenced by their own personal characteristics. Hence, there was more intra-group consensus among teachers than students. This phenomena could have been related to the different positions held by students and teachers within the system. As has been pointed out previously, when students referred to most students' concerns and causal attribution, they were referring to their counterparts who were in the same position as themselves. Teachers, however, were referring to concerns and difficulties of another 'social group' - the students, who have lower power and status within the school system. What teachers expressed was the shared beliefs of the 'teacher social group'. On the other hand, teachers' views of guidance were more inclined to be influenced by their own teaching experience. Teachers' position within the school system is related to their teaching experience and seniority, hence the influence of this biographic characteristic can be related to their position with the 'teacher group'.

3. SIGNIFICANCE OF THE RESEARCH

This research is an innovative attempt to compare students' perception with that of teachers in the specific area of students' concerns, causal attribution and school guidance. Since such direct comparison in this area has not been conducted previously, the findings have the following significance. Students' and teachers' views converge in many areas, and this convergence constitutes a shared belief or

social representation held in common by both the student and teacher groups within the school community. Within this convergent framework of belief, there exists some divergence in views between students and teachers. Such divergence is explicable by Moscovici's theory of social representation, and the defence by either student or teacher group of their group self-image. Hence, the present study has the significance of applying social representation, a social psychological theory, in an educational setting. In effect, it is an extension of Hewstone et al.'s research (1982) in social representations, intergroup causal attribution and social identity, and so has significance for this theory.

This research also goes further in search of an explanation for divergence in views, employing social identity theory and 'group defense' in causal attribution research. It is contended that divergence in views emerges as students and teachers carry different social identities within the school community. Arising from the need of both student and teacher groups to protect their group self-image and to defend the systems of which they are members, the so-called 'group serving bias', the student group is less likely to view students' family system as having more problems, or as a causal factor of students' difficulties. Similarly, the teacher group is less likely to be inclined to attribute students' difficulties to the school system, where teachers have high power status and are in control. Hence, this research has significance for the application of these different theories.

Further, the findings inform both researchers and practitioners about ways in which students and teachers agree, and ways in which they differ. For educators, it is of interest to understand the similarities and differences between students' and teachers' perceptions, and the ways in which students validate teachers' views. Hence, it has significance for the existing descriptive knowledge of students' concerns and adjustment, and their causal attribution. This knowledge has significance not only for theorists investigating students' and teachers' perceptions, but also for educationists and practitioners who are concerned with students' affective education and development.

In investigating students' and teachers' views of guidance in meeting students' needs and enhancing students' adjustment, this research has significance as applied research in personal-social education. Its specific reference to students' viewpoints yields salient information which is pertinent for educationists and psychologists in providing students with relevant school and guidance experiences.

4. IMPLICATIONS OF THE RESEARCH

4.1. Implications for Further Studies

Study of students' perceived concerns and causal factors provides not only further research evidence on adolescent development, but also has implications for still further research on the shared beliefs of students and teachers, including the association of these beliefs with personal biographic characteristics. Focus will move from the reliability or validity of students' views to the question of the association of their perceptions with their cognitive development and personal experience. This has implications for further research with adolescent students on shared beliefs.

The common framework or representations operated by students in referring to their own concerns and causes, students' and teachers' shared beliefs on most students' concerns, causal attribution, and school guidance, further illustrates that perception need not be merely an individual view. Instead of standing in isolation, people participate in a social and common framework. Representations are dynamic and social, as they are created and recreated by individuals in their interaction with each other (Moscovici, 1988). The shared views held by students and teachers in Low Band schools are distinct from those in Top Band schools, since their individual views are influenced by the social ambience from which they come. As society is a thinking system, rather than merely focussing on understanding individual thinking, one should also learn to understand 'what constitutes a "group or society engaged in thinking" ' (Moscovici, 1982, p.142). Hence, the present study has implications for further applied research in

the theory of social representation.

Since both students and teachers generally had recourse to an ecological perspective or systems viewpoint in their causal explanations, further investigation into the significance of social representation theory, possibly on an interdisciplinary level with both educational psychologists and social psychologists, would be valuable in carrying guidance systems beyond any semblance of the child deficit model such as is latent in studies which have looked to students' personal concerns only.

This study has revealed an association of students' perceptions of concerns and their causes with the overall academic level of their school ('banding' in the Hong Kong system). This calls for further research on the influence of school factors on perceptions and on different school cultures.

4.2. Implications of this Research for Guidance Approach

This study has practical implications for a school's choice of a guidance approach. In promoting schooling which meets the needs of students, a school should listen to the views of the students, so that guidance services be offered to meet their perceived concerns. This points to the importance of student appraisal services within a school guidance programme. Better understanding of students on the part of teachers is especially important in personal-social education offered within a whole school curriculum.

The relationship between academic achievement and affective development is important. While culture dictates concern for academic achievement in the Hong Kong context, guidance systems need to address both the cognitive as well as the affective development of students.

A school guidance system must cultivate a more concerned school atmosphere and make school a more guidance oriented community, in which the needs and concerns of both teachers and students are taken care of. An enhanced management of guidance is necessary in all its aspects: focus and approach,

communication and co-ordination, leadership, training, and shared responsibility.

4.3. Implication of this Research for Future Development of Guidance Systems

4.3.1. Key Guidance Policy and Practice in Hong Kong

Hong Kong guidance services, as discussed in Chapter 1, have evolved from a case work approach, which emphasised remediation (Education Department, 1986, 1993). Guidance was perceived as helping problem students in their development and adjustment. Provision of guidance was considered as a means of combatting anti-social and delinquent behaviour (Hong Kong Government, 1979) and as a way of dealing with the increase in students' problems in low band schools (Education Department, 1995). The Government's guidelines on school guidance indicates that teachers with guidance responsibilities are to provide guidance for students with problems, handle student cases referred by other teachers, and manage crisis. Hence, guidance practice in schools was reactive and remedial, focusing on remediation or special arrangements for a few students with personal, social and psychological problems.

With the pronouncement of 'a whole school approach to guidance' by the Education Commission (Education Commission, 1990), emphasis has been given to the prevention of problems, anticipation of students' needs, and teaching them coping skills, namely secondary level guidance (Shaw, 1981; Young, 1994). The role of all teachers in guidance has been formally endorsed in an educational policy paper. This policy paper also points to the role of school management in cultivating a positive environment in responding to students' problems. The Government Education Department offers funds to schools which organize whole-school guidance programmes. These group programmes are usually of a developmental nature, or address specific types of concerns and difficulties which adolescents may face, or teach students coping skills. This Government policy has had a considerable influence on schools' practice. A number of schools include developing group programmes among their guidance activities. The 'whole school

approach to guidance' which is now government educational policy is in fact a combination of preventive and developmental guidance. However, it has a greater preventive than developmental overtone. Developmental guidance, as a form of affective education is not yet officially endorsed as a guidance policy, but was cited as a good model of guidance by Education Department (Education Department, 1995). In actual practice, some schools have begun to consider guidance as a form of affective education, character education and life education, and have made attempts to integrate a guidance curriculum as a part of the school curriculum (Hui & Hong, 1996).

4.3.2. Future Development of School Guidance Systems

The conclusions drawn from this research provide the following insights regarding the school guidance system, which suggest future lines of development both on the conceptual and practical level. As such, they may better inform schools in their practice.

(1) Concept of guidance

On the conceptual level, developmental guidance should be a dominant aspect of school guidance. While individual guidance carries a preventive function in as much as it aims at enhancing students' coping and adjustment and problem solving techniques, the concept of guidance as entailing care, understanding and relationships, points to the greater significance of the developmental and proactive functions of guidance, even on an individual level.

The lack of distinction between preventive and developmental guidance and reservation towards guidance as remediation and as managing discipline and student behaviour, point to the need for further refining of the essential concept of guidance, at least in Hong Kong schools.

(2) School policy and guidance focus

There is a distinct difference between guidance as developmental and

problem solving, guidance as maintaining discipline and student behaviour, and guidance as remediation. These distinctions point to the need for schools to develop a guidance policy which clearly spells out its guidance goals, purpose and focus.

Guidance could be preventive by focussing on anticipating possible problems or critical incidents which students may encounter, and on teaching students coping skills and strategies needed to face and solve their learning, personal and social problems. This concept of preventive guidance is distinct from the notion of guidance as maintaining discipline and students' behaviour. Tutors have an important role to play in the early identification of students with difficulties, and in teaching students problem solving skills. On the other hand, guidance should more importantly be developmental, focusing on the enhancement of the personal and social development of all students. As a form of personal-social and values education, it has implications for the whole school curriculum.

The development of school guidance in Hong Kong from remediation to prevention must be maintained and furthered along the lines of the whole school approach to guidance, leading to a greater emphasis on developmental guidance focus.

While the Hong Kong system at present continues to associate prevention and developmental guidance, there will be a growing perception of their conceptual distinction and a realization that, when operative on the policy level, the distinction will work for better service in both areas. At the level of Government policy, developmental guidance must be carried beyond the level of a good model of guidance and become guidance policy.

When the distinction between prevention and development is accepted on the school level, it will influence both the school guidance policy and its way of choosing a guidance policy.

All students, even well adjusted ones, face concerns which are not necessarily problems. A guidance policy which focuses on students' development is in line with the principle of providing a balance of guidance service for all

students.

On the level of management of guidance, the choice of a school guidance focus should be based on the school's goals and principles and its policy in guidance. It should be based on the shared views of teachers rather than on the preference of a single functional team. This will ensure that the school's guidance practice reflects the shared beliefs of teachers. For this purpose, there should be a formal channel where teachers can share their beliefs about guidance, discuss their perceived goals in guidance and education, consider the needs of their own students, exchange their views on school guidance activities, discuss the whole-school policy on guidance. It is important that there be a consensus between teachers and management on the school's guidance goals and practice. Only in so doing can there be a whole school approach to guidance.

In addition, it is pertinent that students' perception and evaluation be taken into account. This points to the need for schools to appraise students' needs, to listen to their views and concerns in choosing a guidance focus.

Professionals such as educational psychologists could support schools in undertaking regular surveys of their students' needs, in collaborating with teachers in curriculum development and planning of developmental guidance, and in offering consultation on school organization of guidance. Such a supportive role is particularly relevant for educational psychologists who adopt school consultation as their service delivery model.

(3) Developmental guidance curriculum

At present, not all Hong Kong schools have a developed guidance curriculum. Developmental guidance material is scattered throughout the school's timetable. Some themes are introduced in a piece-meal manner during form assemblies. Talks or group programmes are usually "add-on" activities to the schools' timetable. Programmes on the enhancement of self esteem, social skills training, and life skills training, are introduced in the class periods by the tutors.

This scattered introduction of developmental material is less than effective. For a more effective guidance service, there is a pertinent need for schools to develop a whole school guidance curriculum. Such a curriculum should have some integration with the academic curriculum, so that guidance will be seen, not as distinct from students' learning and cognitive development, but as an integral school experience. This approach is a way to ensure that all students be recipients of guidance and that subject teachers be involved in offering guidance as well. To attain such integration will require the co-ordination of different functional teams and academic panels in curriculum design, programme organization and delivery. School senior management has a significant role in such co-ordination.

(4) Individual guidance

It is necessary to promote a conceptual distinction between individual guidance and case referral. Individual guidance by teachers is a significant means of enhancing students' adjustment and so is more in line with developmental guidance and counselling. As such, it is distinct from case referral of students with problems. While students are positive about individual guidance, they are resistant to referral to guidance specialists. This will have implications for schools' organization of guidance. Schools should make a conscious differentiation between individual guidance of students by teachers and a casework approach to guidance for disruptive students. In line with the characteristics of individual guidance, and for a more effective guidance service, greater importance should be given to the 'invitational' nature of guidance, where teachers initiate guidance contact with students, rather than to the 'referral' nature of guidance.

Resources and support should be provided to enable teachers to engage in individual guidance work. Workload and training are two issues which teachers consider as significant in schools' improvement of guidance. To enable tutors to have more guidance contact with students, schools could arrange to have two tutors for each class of 40 students. Senior management could arrange regular meetings in

which tutors and teachers share their guidance experiences, their observations on the concerns of students and suggestions of ways in which these concerns might be approached. Guidance team teachers, instead of handling case referrals, could take on the role of consultant to support tutors and teachers in their individual guidance work. They could also organize training courses on guidance and counselling skills.

(5) Connection between guidance and discipline

This research has highlighted the fact that guidance and discipline are two related rather than contradictory aspects of a school's organization of care for students. Guidance is about supporting students' self development. Discipline is about teaching students to respect the needs and rights of others in the community.

Focus on students' personal-social growth and development is a positive way to connect guidance and discipline. The traditional split between them in Hong Kong schools, by having separate discipline and guidance teams with different goals and policies, is not conducive to affirming such a connection. Both teams have different contributions to make to the whole-person development of students. Maintaining school and class discipline is significant to students' adjustment in learning. The discipline team can complement the work of the guidance team in devising a whole school behaviour policy, in establishing systems for supporting and rewarding positive behaviour and responding to misbehaviour, in identifying students at risk of misbehaviour (preventive discipline), and in organizing whole school behaviour programmes (developmental discipline).

At the school organizational level, one functional team looking after the personal and social development of students, instead of two separate discipline and guidance teams would provide a greater degree of connection between guidance and discipline. Within the team, sub-committees could contribute to the specific aspects of discipline, individual guidance, group guidance, personal-social and values education. Such a pastoral team could initiate and foster a whole school

policy on guidance and discipline. Various sub-committees within the one pastoral team would have better co-ordination and collaboration on planning and organizing programmes and activities than is provided by the current system of two independent functional teams.

(6) Improvement of learning environment

In planning guidance to meet students needs, it is pertinent to look at the perceived causes of students' difficulties. The difference between teachers' and students' perceptions of the importance of school factors as causes of students' difficulties points to the need for school to look at curriculum, teachers' delivery and teaching style in enhancing student adjustment. Hence, in addition to offering study skills training or peer-tutoring as forms of direct service, care must be taken to improve the school learning environment.

(7) Guidance support for Low Band schools

The dominant atmosphere of problems among students in Low Band schools confirms the need for the Hong Kong community to provide these schools with more resources for remedial and guidance support. However, merely providing extra resources without tackling the causes which lead to students' difficulties is unlikely to achieve desirable effects. As students' perceptions of problems is somewhat determined by the school atmosphere (Porteous & Kelleher, 1987), and effective guidance is related to a low level of disruptive behaviour among students (Galloway, 1983), cultivating a more concerned school atmosphere and making school a more guidance oriented community are equally important. Further, the policy of maintaining the present school banding system, which polarizes students, needs to be challenged and reviewed. This will have significant implications for the local educational system.

An effective school guidance system ought to address the needs of all students and offer a balanced service. To do this, the way forward would seem to

be the connecting of discipline, guidance, personal-social and values education, for the whole person development of students. Hence, the insights obtained from this research and the suggestions offered regarding the school guidance system may be accepted as applicable much more widely than the range of Hong Kong schools.

5. EVALUATION OF THE RESEARCH METHODOLOGY

5.1. Demarcation of the Area of Research

The present study adopted a two-phase research design to explore students' and teachers' perceptions of students' concerns, perceived causes of these concerns, and views of guidance. Hence, the area of research was demarcated by three main parameters, namely 'students', 'teachers' and 'perceptions'. Within this area, the focus was on the match and mismatch between students' perceptions and those of teachers. As far as possible, these three parameters were to be examined in actual school situations. Hence, within the area thus demarcated, other minor parameters helped to refine the focus. In the design of the research, minor parameters such as students' and teachers' personal characteristics, and school characteristics were taken into account for an examination of their influence on perceptions. Among the school characteristics, particular attention was to be given to the association of the school guidance focus with perceptions. A further element which emerged in the process of research was the association of the school banding system with perceptions.

Though the area of research was contiguous with many other, highly interesting, areas, this demarcation was imperative for obvious practical and scholarly reasons. Incursion into any of these contiguous areas would have made the whole thesis impracticable and unwieldy, thus blunting what the researcher desired to be the specific focus: match and mismatch between students' and teachers' perceptions.

Phase One - Preliminary Study One was designed to identify schools' guidance focus. This was followed by Phase One - Preliminary Study Two, which

was an in-depth exploration of students' and teachers' perceptions through interviews. These two preliminary studies were essential for the subsequent Phase Two - Main Study. First, the influence of the schools' guidance focus on perception was to be investigated in the Main Study. Hence, this preliminary study, which identified the various constructs about guidance services and the indicators of school guidance focus, was essential for the subsequent school sampling. The importance of Preliminary Study Two lies specifically in the use made of the data obtained from it for the *a posteriori* construction of the survey questionnaires. Instead of an *a priori* choice of existing instruments to investigate students' and teachers' views, the researcher considered these *a posterior* qualitative data which illustrated the views of both students and teachers to be more comprehensive and culturally more appropriate than any theoretically constructed or heterocultural instrument. As an in-depth exploration, Preliminary Study Two also provided qualitative data to complement the quantitative data obtained in the survey in Phase Two - Main Study.

Phase Two of the research, the Main Study, consisted of two parts, namely Part One - Large scale quantitative survey, and Part Two - Qualitative Interviews in two case schools. The use of a survey methodology allowed for a comparison of students' and teachers' views on the concerns of most junior secondary students, followed by a comparison of students' and tutors' views about students' personal concerns. This method also provided a more thorough investigation of match and mismatch in students' and teachers' perceptions. Further, it also allowed for an investigation of the association of both school factors and personal characteristics with perceptions.

Part Two of the Main Study consisted of an exploration of views of student adjustment and maladjustment by interviews. As the survey data were analysed using social representations as a theoretical framework, the qualitative data on student adjustment was a further attempt to explore social representations using both research approaches. In addition, the data also served as a triangulation of the

quantitative data.

5.2. Strengths of the Research Methodology

This research methodology has the following strengths.

First, the demarcation of the research areas as illustrated in 5.1. demonstrates the strength of the whole research design: that Phase Two, the Main Study, was firmly grounded in the two Phase One Preliminary Studies. The Main Study survey questionnaires were designed according to the findings obtained from Preliminary Study Two. The categories of concerns faced by students and their causes were provided by the respondents in the semi-structured interviews, rather than based on the researcher's personal observations. The way in which the schools' guidance focuses were classified was solely based on the findings of Preliminary Study One. These findings also provided criteria for sampling schools for the Main Study. Hence, the design of having two preliminary studies to lay the groundwork for the Main Study strengthens the objectivity and reliability of the research.

Secondly, the use of both quantitative and qualitative methods has the benefit of drawing on the merits of both research approaches. The quantitative method allows access to a larger number of respondents from schools with different characteristics. The qualitative method, however, is considered important in research which investigates the perceptions of students and teachers (Miles & Huberman, 1994). The use of individual interviews and focussed group interviews allowed the researcher to hold open discussions with respondents, thus exploring their beliefs directly and providing opportunities for clarification. The use of both research approaches strengthens the validity of the study.

Thirdly, two forms of comparison were conducted to investigate the phenomena of match and mismatch in students' and teachers' perceptions, namely an intergroup comparison of the beliefs held by students and teachers about the concerns of **most junior secondary students** and their causes, and a further intergroup comparison of the views of students and of their tutors on students'

personal concerns and their causes. This design further confirmed the research findings that, while there existed shared representations between students and teachers, divergence was mainly in the strength of agreement between their perceptions.

Fourthly, prior to this study, no research had been conducted on, or assessment made of, the influence which a school's guidance focus may exert on the perceptions held by both teachers and students. Hence, the method used to assess the schools' guidance focus in Preliminary Study One can be taken as a contribution to existing methodology in the field of school guidance. The findings demonstrate that the school's guidance focus was associated in some measure with students' understanding of guidance, hence leading to some degree of validation for an investigation of this dimension of school difference. The two criteria employed in classifying a school's guidance focus, namely the time spent in preventive and in remedial guidance, and the guidance focus claimed, were found to be useful indicators of school guidance practice. However, they could be seen as somewhat arbitrary, since they were based on information provided by the schools themselves. Hence, findings on the association of the school's guidance focus with students' and teachers' perceptions have to be understood in terms of these criteria. Recent rapid developments in the field of guidance in Hong Kong schools has meant that there has also been a change in schools' guidance practice and focus. Future research will need to consider these changes and developments.

Finally, in analysing the qualitative data on students' adjustment, a second coder was involved to ensure a reasonable level of objectivity and reliability.

5.3. Weaknesses of the Research Methodology

On the other hand, the present research also has its limitations. There were practical constraints in sampling. When the research was first designed, students and teachers were the intended units of the samples. The question was from which schools to draw the samples. In selecting schools, this study did not adopt a

random sampling procedure. Instead, for the purpose of the study, specific criteria were set in order to achieve a more representational sampling. Hence, respondents were drawn from [i] urban and rural schools in different catchment areas across the territory; [ii] single-sex and co-educational schools; [iii] government, subsidised and self-financed schools; [iv] Anglo-Chinese grammar schools, as the majority of Hong Kong schools are of this type. These selection criteria were evoked to ensure that respondents were drawn from the types of schools which are more representative of the Hong Kong school population. Samples were thus drawn from ten schools. Hong Kong schools are mainly differentiated according to school band. The chosen sample of schools consisted of five Top Band schools (three Band 1 schools and two Band 2 schools), four Low Band schools (two Band 4 schools and two Band 5 schools), and one mixed band school from a rural area. Hence the school sample was fairly representative of Hong Kong schools.

In investigating the association of school variables with students' and teachers' perceptions, it was necessary to draw a sample from schools with different banding and guidance focuses. The fact that it was not possible, without further extensive investigation, to obtain a sample of schools with a balanced number of schools in each band group and guidance focus group, is a weakness of the study. With a more balanced distribution of schools, the interaction effects of banding and guidance focus on students' and teachers' perceptions would have been clearer and might have been different. Further studies would clarify these findings, which for the moment must remain, within the parameters of the present thesis, at a more preliminary stage.

Due to constraints of resources and time, and of access to schools for research, respondents were drawn from twelve schools (ten schools for the survey questionnaires, and two for the interview studies). Hence, the findings are based on the students and teachers of these schools, and wider generalization must be tentative. Small as the school sample is, however, the research is the first of its kind and therefore provides a reference point for further studies with a larger and a

more representative sampling.

In sampling respondents for the study, participating schools were directed by the criteria set by the researcher. Schools were provided with both verbal and written instructions, as well as the instructions for the administration of the questionnaires. The researcher was aware that leaving the sampling of respondents and the actual administration of the questionnaires to the schools might run the risk of bias, but this procedure caused less interference in the schools' routine and provided easier access to students. Further, there was a constraint of time and resources on the part of the researcher to administer questionnaires personally to sixty classes during class time within the designated period for data collection. To minimize possible bias, the survey questionnaires were designed for self-administration, and required minimal explanation. Respondents' anonymity and confidentiality were assured. Further, Hong Kong secondary students usually have some experience in completing self-administered questionnaires. In addition, the qualitative interviews conducted by the researcher helped to validate the questionnaire findings that students and teachers were genuine in the expression of their views.

5.4. Reflections on Present Research Purpose and Methodology and Adaptations for Future Research Study

Research always generates further research questions or further research areas, which could not have arisen at the beginning of the research process. At the end of a research, the researcher may be permitted to have some afterthoughts and questions. In light of the findings and insights obtained, could this research have been done in a different way? Questions about a different approach and methodology which a researcher may ask at the end of a research can also help to clarify the actual focus and methodology chosen.

5.4.1. Actual Research Focus and Methods

The use of research methods has to be related to the research purposes. Methodological quality should be judged by the methodological appropriateness (Patton, 1990). The choice of the research strategies by the researcher in this research is governed by the specific research purposes of each phase of the study. The demarcation of the area of research described in 5.1. reveals the close affinity between the research purpose at different stages and the specific methodologies employed, for different research purposes require different methods. The following paragraphs highlight the relationship between the purpose and the methodologies of the present research.

Phase One, the preliminary study necessary to establish the groundwork of the investigation, had two main purposes, resulting in two essentially distinct preliminary studies, designated Phase One - Preliminary Study One and Phase One - Preliminary Study Two.

The purpose of Preliminary Study One was the identification of each school's guidance focus. In the absence of a research instrument, one had first of all to be designed for this purpose. A two-pronged approach was used in order to ensure that the instrument rested on a wider basis than the researcher's own ideas. Using a repertory grid technique, the researcher interviewed practicing psychologists and counsellors, in order to identify constructs. These constructs were used for the consequent design of the necessary survey questionnaires for the guidance teachers in each school.

Since the purpose of Preliminary Study Two was an in-depth exploration of students' and teachers' perceptions, the acquisition of qualitative data, the methodology had to be some form of interview. Again, since the purpose of the whole study was both students' and teachers' perceptions, interviews specific to both sets of respondents had to be conducted.

Through these preliminary studies, objective data was obtained which allowed a close affinity between methodology and research purpose in Phase Two,

the Main Study.

Though the research design may seem to be somewhat complicated, the absence of specific instruments and of previous studies in certain areas touch upon by the research necessitated this wider ranging design. A revision of the research methodology would have to look at the research purpose.

In light of these observations, the following reflections may help guide future research on questions suggested by the present study.

5.4.2. An Investigation on the Relationships between Concerns and Causes

The focus of this research was on the content of **beliefs** or **social representations**, which are more general in nature. The study did include reference to the perception of causes, but it was not a research on causal attribution as such, and so it was not the intention of the researcher to investigate how students and teachers made causal attributions for specific problems and concerns. Nor was the intention to address directly the precise relationship between students' perceived concerns and the attributed causes. To some extent, the relationship between specific concerns and causes was touched upon in the in-depth interviews in Preliminary Study Two, in which respondents were asked to list the types of concerns they perceived students facing and the causes they perceived as leading to these concerns. For example, the respondents referred to learning problems as a dominant concern and attributed cause of these problems to parents' management, supervision, communication style, students' lack of motivation or interest in learning, poor memory and study skills. They attributed students' concern about relationships with parents to causes such as different viewpoints between parents and children, parents' management and communication style, and problems at home (Chapter 5). In the Main Study, the questionnaire was designed to investigate the intergroup agreement in perception between students and teachers. In designing the survey questionnaires, reasonable care was taken to avoid possible researcher bias. Hence, the items on types of concerns and causes were based on the findings

of the Preliminary Study. This was done in order to avoid the researcher imposing her own categories of concerns and causes, and preventing other possible categories from arising. For the exploration of match and mismatch in perception, it was sufficient to investigate the types of students' concerns and causes of students' difficulties in two separate sections within a single questionnaire. The precise focus of the study on match and mismatch in perception excluded other possible areas of investigation, such as the precise relationship between problems and specific causes. This is a matter of the demarcation of the area of research.

Further, this study looked at *social representations* held by the student and teacher groups from the sample of ten schools. The comparison was based on a generalization across schools. It was not the intention of the researcher to investigate social representations of teachers and students within a specific school, for this would have constituted a different purpose and have called for a different methodology.

Moreover, the general aspect of belief having been addressed, further research can now be conducted on specific relationships between concerns and causes. This kind of study could be done in quantitative terms. In the course of further investigation respondents could be asked to list specific causes for each individual concern, difficulty, and problem. A more in-depth qualitative research methodology may also be appropriate. Instead of having a large sample, as in the present study, case studies in a few schools would provide vignettes highlighting specific relationships between concerns and causes. Further, case studies of this type will also open up a new area of research investigating the *social representations* of students and teachers within specific schools.

5.4.3. A Further Investigation of School Guidance Focus

To investigate guidance focus as a possible school factor in influencing perception, it was necessary to find ways of defining the focus. However, there are conceptual and methodological problems in categorizing schools according to

guidance focus. Hong Kong schools were developing from a solely remedial to a more preventive focus in guidance at the time this research was being conducted. The emphasis in guidance had been on remediation versus prevention, whereas the developmental aspect of guidance has become apparent only in recent years, and is usually tied in with a preventive approach. Hence, a school's guidance focus is not something static.

When this research commenced, no indicators were as yet available to measure school guidance focus. For the purposes of this study, a school's guidance focus was defined according to the amount of time spent by the guidance team in either remedial or preventive work and the focus claimed by the guidance team. Hence, the guidance focus reflects the belief of the guidance team. A validating reason for thus defining the school guidance focus is that the guidance teams are the organizers of various guidance services, and by their mode of operation they implicitly define the school's guidance approach. Whether other teachers identified with this school guidance focus was not explored in this research. Hence, the guidance focus claimed by the guidance team may reflect only their own view, a minority point of view. It may not reflect a shared view of other teachers, a majority point of view. This may partly explain present findings that teachers in schools which claimed a remedial focus held a preventive and developmental view of guidance.

The association of the schools' guidance focus with the perceptions held by students and teachers was explored in this study as one possible variable among a number of school factors. The research findings now indicate that there is a potentially important area of further study here. A study of school guidance focus itself could be an independent research, leading to important contributions to the study of school as an organization. The present research findings help lay the groundwork for further research in this area.

Future research of this type would carry a different research purpose from that intended in the present study. Hence, the research methodology will probably

be different. A study of the school as an organization, of guidance as a system within school, and the process leading to the school's choice of a guidance focus, all entail a different set of research purposes. The following are suggestions and ideas for such a study. In classifying school guidance focus, in addition to the amount of time the guidance team spent, and the guidance focus claimed by the school guidance team, the two indicators used in this study, other variables which characterize a school's guidance focus can be considered. Among these, the following may be suggested: the school's stated guidance goals, the school's actual practice, the views of all teachers on guidance, and factors influencing the school's choice of a particular focus, such as the intake of students and senior management's beliefs about education and guidance.

Further, the convergence and divergence between school guidance goals and practice; the relationship between teachers' beliefs about guidance and school guidance practice; the relationship between the shared views of teachers and the guidance focus claimed by the guidance team; possible factors which facilitate or hinder teachers putting their belief into practice, are other research questions which could be addressed to. For such in-depth study of the school guidance focus and for such a wider exploration, a case study in a few schools is suggested. Such an intensive study would require qualitative research, where a researcher could take part in the school life for observation, consult school documents, conduct in-depth interviews with school senior management, teachers, other supporting professionals.

The present research is a doctoral thesis based on personal and not institutional research. Hence, the resources available imposed constraints and, in practical terms, it would not have been feasible to carry out the further extensive investigation into schools' guidance focus within the demarcation of the present research. Indeed, this extensive investigation would in itself constitute a different doctoral thesis.

6. CONCLUSION

This research has studied match and mismatch in students' and teachers' perceptions in the area of students' concerns and adjustment, causal attribution of difficulties, and guidance and its implications for the development of guidance in the context of Hong Kong schools. In the various chapters, the background to this study, the research design, and the results of the two-phase study were reported and analysed. Moscovici's *social representations* was offered as a theoretical model for an explanation of match and mismatch in perception. Some significant implications emerged for the understanding of students' needs and adjustment and for the organization of guidance. In conclusion, this study has demonstrated that, while students and teachers possess similar representations of students' concerns, a divergence rather than a contradiction of views exists, which can be reasonably attributed to group defence. There is a consensus view from students and teachers for a proactive and developmental guidance in meeting students' needs. These findings have significant implications for the ways in which guidance is to be organized and managed. The task of further research remains to investigate the applicability of the theoretical model through a large scale study in other settings.

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APPENDICES

to

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APPENDIX A1

PRELIMINARY STUDY ONE (STAGE 1): IDENTIFYING CONSTRUCTS

Table A1 Construct: 'Voluntary Participation versus Involuntary Participation'

Indicators							Respondent
A	B	C	D	E	F	G	
4	1	4	4	1	NA	5	1
4	1	3	5	1	-	-	2
5	1	3	4	1	3	3	3
5	1	2	5	1	4	4	4
5	2	NA	5	2	NA	NA	5
5	1	NA	4	1	NA	NA	6
4	1	NA	4	2	NA	NA	7
4	2	4	4	2	3	4	8
Mean	4.5	1.25	3.2	4.3	1.37	3.3	N=8
Median	4.5	1	3	5	1	3	

Note: 1 'highly voluntary' 5 'highly involuntary'

Tables A1 to A4:

- A Individual case work: teacher referral
- B Individual case work: student self-referral
- C Collaborative work with teachers
- D Developmental group work: student participation required by teachers
- E Developmental group work: student participation voluntary
- F Organizing staff development
- G Meetings and case conferences

Description of Findings

The ratings of the constructs 'voluntary participation versus involuntary participation' are given in Table A1, 1 being 'highly voluntary' and 5 being 'highly involuntary'. The rating of the elements was very consistent, with [A] *Individual case work: teacher referral* and [D] *Developmental group work: student participation required by teachers* as highly involuntary. Both [B] *Individual case work: student self referral* and [E] *Developmental group work: student participation voluntary*, which were dependent on students' initiative, were considered as highly voluntary. The elements [F] *Organizing staff development*, [G] *Meetings and case conferences*, [C] *Collaborative work with teachers* were rated as not applicable by some Respondents, since here participation referred to teachers rather than to students. The rating, therefore, is less indicative.

Table A2 Construct: 'Rendered Solely by Guidance Teachers versus Conducted jointly with Other Teachers'

Indicators							Respondent
A	B	C	D	E	F	G	
4	4	1	2	2	-	-	1
2	4	1	1	2	1	1	2
4	5	1	4	5	1	1	3
3	5	1	2	4	4	3	4
2	4	2	3	4	3	2	5
Mean	3	4.4	1.2	2.4	3.4	2.25	1.5 N=5
Median	3	4	1	2	4	2	1.5

Note: 1 'services conducted jointly with other teachers'
5 'services rendered solely by guidance teachers'

Descriptions of Findings

The elements [C] *Collaborative work with teachers*, [D] *Developmental group work: student participation required by teachers*, [F] *Organizing staff development*, and [G] *Meetings and case conference*, were viewed as services requiring guidance teachers working jointly with many teachers. [B] *Individual case work: students self referral* was rated as service rendered solely by guidance teachers. Respondents' views on [A] *Individual case work: teacher referral* were divided. For [E] *Developmental group work: student participation voluntary* , 3 out of 5 respondents rated it as services rendered solely by guidance teachers.

Table A3 Construct: 'Individual Work versus Group Work'

Indicators							Respondent	
A	B	C	D	E	F	G		
1	1	4	5	5	-	-	1	
1	1	5	4	4	5	5	2	
1	1	NA	5	5	NA	NA	3	
3	1	4	5	5	5	3	4	
Mean	1.5	1	4.3	4.75	4.75	5	4	N=4
Median	1.5	1	4.5	1.5	1	3	2	

Note: 1 'individual work' 5 'group work'

Description of Findings

Table A3 presents the result of the rating of 4 Respondents on the construct 'Individual Work versus Group Work' on a 5 point scale. Individual case work, whether on teachers' referral or on students' self-referral (i.e. A, B) was rated a highly individual work as opposed to developmental group work (i.e. D, E). Collaborative work with teachers, organizing staff development and meetings and case conferences (i.e. C, F, G) involved teachers working in groups.

Table A4 Construct: 'Direct Services to Students versus Indirect Services'

	Indicators							Respondent
	A	B	C	D	E	F	G	
	1	1	5	1	1	-	-	1
	1	1	5	1	1	2	2	2
	2	1	4	2	1	3	3	3
	2	1	3	2	1	3	2	4
Mean	1.5	1	4.25	1.5	1	2.6	2.3	N=4
Median	1.5	1	4.5	1.5	1	3	2	

Note: 1 'direct service' 5 'indirect service'

Description of Findings

Individual case work and Developmental group work (i.e. A, B, D, E) were highly viewed as direct service to students, whereas [C] *Collaborative work with teachers* was rated as indirect service to students. Only three respondents gave their views on [F] *Organizing staff development* and [G] *Meetings and case conferences*, and their views were divided.

QUESTIONNAIRE FOR GUIDANCE TEACHERS

Section 1. Particulars of School

Banding of students: 1 [] 2 [] 3 [] 4 [] 5 []

1. Please indicate by a tick [] in the appropriate box, the kinds of work carried out by the Guidance Team in your school during the last academic year or the current academic year.

B. Individual case work initiated by students

Yes [] No []

If yes, number of cases dealt with _____

If no, is it organized by other teams in the school? Yes [] No []

2) peer tutoring Yes [] No []

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

3) study skills training Yes [] No []

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

4) social skills training Yes [] No []

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

5) life skills training Yes [] No []

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

6) growth groups Yes [] No []

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

7) Others: (please specify) _____

If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

- D. Collaborative work with teachers
- 1) planning form periods/assembly Yes [] No []
 - 2) planning class periods Yes [] No []
 - 3) giving consultation to teachers
on case work Yes [] No []
 - 4) giving consultation to teachers
on group programmes Yes [] No []
 - 5) Others: (please specify) _____

- E. Organizing staff development programmes
Yes [] No []

- F. Meetings and case conferences
Yes [] No []

2. On the basis that all the time you spent doing Guidance work during the last academic year is equivalent to 10 points. Share out these 10 points between the following activities in proportion to the time which you allotted to each.
[Note: the total number of points you assign altogether should be 10].

	Point
Individual case work referred by other teachers	_____
Individual case work initiated by students	_____
Developmental group programmes	_____
Collaborative work with teachers	_____
Organizing staff development programmes	_____
Meetings and case conferences	_____
Doing administrative work	_____
Contacting outside agencies and professionals	_____
Others (please specify) _____	_____

3. What priority does your Guidance Team give to the following activities in allocating time?

(1 = the greatest priority, 5 = the lowest priority.
Write NA if the activity was not held in your school.
You may write more than one 1, if you feel that there
are several items given equally high priority, etc.)

- A. Individual case work referred by other teachers _____
- B. Individual case work initiated by students _____
- C. Collaborative work with teachers _____
- D. Developmental group programmes:
Student participation required by teachers _____
- E. Developmental group programmes:
Student participation voluntary _____
- F. Others (please specify) _____

APPENDIX A3

PRELIMINARY STUDY TWO

INTERVIEW GUIDE AND CONTACT SUMMARY FORM

School: School B

Teacher: Ms X

Background Information about the School:

Streaming A to G

Background Information about Ms X:

S. 4 Tutor

teaching History as major, English as minor

teaching mainly lower forms

1. What do you think might be your students' adjustment needs/ difficulties?

For all classes, family problems: relationship problems with parents.

Junior classes: discipline problems. Students don't know what they are doing, feel forced by parents to study. Ventilate their emotion during class.

2. What do you think might be the causes of students' difficulties?

(1) Family relationship problems: exist in all families.

Students not able to see the perspectives of parents. Parents use traditional methods in managing children, mainly scolding rather than talking with children to solve problems.

Many students come from a single parent family, or a family with problems. Prefer to spend time with friends. Students think family not important, don't spend time there, don't treat their parent as a friend who would sit down to talk with them.

They don't know how to communicate.

(2) Discipline problems:

: seeking teachers' attention

: knowing that they won't get a place in school after S.3

: being forced by parent(s) to study, having no interests

: not fearing punishment, as they will quit school soon.

Class FG (Low achieving): quite smart in thinking, quick in response, just too lazy to study. If they study, they could be quite good in school work.

Class A (High achieving): diligent in studying, may not be very smart

3. What do you understand by the term 'Student guidance'?

Similar to teaching. Apart from imparting knowledge, arousing students' interest.

Most important is helping development in character, improving relationship with peers, parents, helping students to deal with problems arising from the process of growing up, share with students' problems.

See myself as walking with students rather than telling students what to do. May offer them suggestions but the final decision rest with the students.

4. What do you think the purpose of guidance work at school should be?

Help them to understand themselves.

Help students to establish values, to find out what they want.

Guide their way of thinking.

5. What could teacher do to guide students?

Transcend the traditional teacher-student relationship.

Improve relationship with students.

More talking with students, listen to students' feelings.

See students individually.

Tutor arranges to see students at the beginning of term to get to understand them. See students who appear to have problems

6. In your opinion, what should be done to improve student guidance, to make it more effective?

Strengthen moral education. Through moral education help students to deal with problems relating to the process of growing up, social issues.

Not to introduce ideological teaching, nor to control students. Let students know more, see more things, and try to think / reflect a bit more.

APPENDIX A4

PRELIMINARY STUDY TWO

CONTACT SUMMARY SHEET

Contact Type: visit

Site: School B

Contact with: Ms Y

Date: 15.3.92

1. What were the main issues or themes that struck you in this contact?

Communication with parents as the major difficulty.

Guidance as a form of moral education to help students in the process of growing up.

Tutor plays an important role in individual guidance, talking to students, offering them suggestions but not imposing upon them.

Discipline teachers, due to difference in role, may adopt different method in dealing with students with problems. Mainly imposing punishment but delegating the guidance role of tutors and guidance teachers.

2. Summarize the information you got (or failed to get) on each of the target questions.

Questions

Information

1. Students' adjustment needs

Relationship with parents
Discipline in class.

2. Causes

Lack of skills in communication
Single parent family
Attention seeking
Forced by parents to study
No interest
Labeled after streaming

3. Meaning of guidance

- Helping students in development of character,
- Improving relationships with peers / family
- Deal with developmental problems

- | | |
|------------------------|---|
| 4. Teacher' role | Walk along with students
Offer suggestions on decision making
without imposing
Improve teacher-student relationships
Have a more harmonious relationship
See individual students to get to know
them better
Observe students who may have problems
and talk to them |
| 5. Purpose of guidance | Help students to understand themselves
Help students to establish values
Find out what students want |
| 6. School improvement | Strengthen moral education |

3. Anything that struck you as salient, interesting, illuminating or important in this contact?

Teacher's role in helping students.
 Better teacher and student relationship as a prerequisite to guidance.

See difference in adjustment needs between schools with different banding. Band 1 school: parents are more supportive.

4. What new or remaining target questions do you have in considering the next contact ?

None

APPENDIX A5
PRELIMINARY STUDY TWO
CODING SYSTEM

CONCERNS

CLRN Learning related concerns

HOM Homework too many
EXA Examination anxiety
STR Stress
PER School performance
PRO Promotion to senior class
FUT Future after Secondary 3

CFAM Family related concerns

FAP Family problems
RPP Relationships problem with parents
QUR Conflicts with parents
COM Communication problems

CSCH School related concerns

BEA Behaviour, discipline problems
RPT Relationships with teachers
BIA Teachers bias
RUL School rules
RES Resistance against schools
CDI Classroom discipline

CPEE Peer Relationships

PAC Peer acceptance
PUN Undesirable peers
OPP Interest in having boy/girl friends
MOR Having more friends
RBG Relationships with boy/girl friends

COTH Others

PHY Physical appearance
IMA Self image
SCO Lack of self confidence
DEP Feeling depressed
SUI Suicidal thoughts

CAUSES

FAMF Family Factors
BRO Divorce / separation
MAN Parent management
FCO Communication style
TNO Lack of time & skill

STUF Student Factors
MOT Lack of motivation
INT Lack of interest
MEM Poor memory
SKI Poor study skills
GOA Lack of goals
FOU Poor foundation
EFF Lack of Effort
PIF Peer influences
SLD Learning difficulties
ATT Attention seeking

SCHF School Factor
ENG English medium instruction
CUR Curriculum
ACH Streaming
TEA Teaching style
LAX Lax management

EDUF Education Policy

GAPF Generation gap
DIF Different viewpoints
OBJ Objection to dating & buying clothes
FRI Prefer friends than parents

PEEF Peer factor
PCO Peer conformity
PSU Peer support

MEDF Media influences

EXPF Expectation
PEX High parent expectation
TEX High teacher expectation

PERCEPTION OF SCHOOL GUIDANCE

MGUI Meaning of Guidance

CAR Teacher care and concern
TSR Good teacher-student relationship
DEV Developmental
PSE personal, social, values education
FEE Listening to students' feelings
Ventilating feelings
PSO Problem solving
EMB For problem students
DIS Discipline & control
PRE Preventive

TROL Teachers' Roles in Guidance

TOG Teacher offering guidance
IDE Identifying problem students
TIC Teacher initiate contact
TUT Provided by tutors
GTG Provided by guidance teachers
CLP Guidance in class periods
HWG Homework guidance
MCC More care & concerns
NOR No roles
REL Improving relationship

SCHI School Improvement

ATI All teacher involvement
TUI Tutor involvement
PRE Preventive Focus
REF Strengthen referral channel
VAL Strengthen values/ moral education
TAL More talks
CLP More class periods
COL Collaboration
TRA Training
WKL Workload
PSU Principals' support
COP Communication with parents
IST Teacher-student relationship
TII Teacher initiation
FOR Formation of thinking, character

APPENDIX A6

PRELIMINARY STUDY TWO

SUMMARY OF FINDINGS

Students' Concerns and Causes: Teachers' Perspectives

Concerns	Causes
Learning	
- Pressure	- Family Factors
- Difficulties in following instructions	: divorce / separation
	: Parent management
	: Communication style
	: Lack of time & skill
	: High parent expectation
	- Student Factors
	: lack of motivation
	: lack of interest
	: poor memory
	: poor study skills
	: lack of goals
	: poor foundation
	- School Factor
	: English medium instruction
	: Curriculum
	- Education Policy
	: compulsory education
Family	
- Relationships problem with parents	- Generation gap
- Conflicts with parents	: Different viewpoints
- Lack of parent-children communication	: objection to dating/ buying clothes
	: Prefer friends than parents
School	
- Behaviour problems	- Family
	: divorce/separation
	- Student
	: No interest to learn
Peer Relationships	
- Peer acceptance	- Conformity
- Undesirable peers	- Media influences
- Interest in having boy/girl friends	- Self esteem
Others	
- Physical appearance	- School
- Self image	: Streaming
- Lack of self confidence	

Students' Concerns and Causes: Students' Perspectives

Concerns	Causes
Learning	
- Homework too many	- Expectation
- Examination anxiety	: parent expectation
- Stress	: teacher expectation
- School performance	- School Factor
- Promotion to senior class	: Curriculum - difficult
- Future after Secondary 3	: Teaching style
	: English medium
	- Student Factor
	: Lack of Effort
	: lack of interest
	- Peer influences
Family	
- Communication with parent	- Generation gap
	- Lack of time with children
	- Divorce/separation
School	
- Relationships with teachers	- Student
- Teachers bias	: Learning difficulties
- School rules	- School
- Resistance against schools	: Lax management
- Classroom discipline	
Peer Relationships	
- Having more friends	- Peer support
- Peer acceptance	- Peer Conformity
- Having boy/girl friends	
- Relationships with with boy/girl friends	
Others	
- Physical appearance	- Peer conformity
- Self image	- Media influence
- Feeling depressed	
- Suicidal thoughts	

Perception of School Guidance

Teachers' Perspectives	Students' Perspectives
Meaning of Guidance	
<ul style="list-style-type: none">- Teacher care and concern- Good teacher-student relationship- developmental- personal, social, values education- Listening to students' feelings- Problem solving- For problem students- Discipline & control- Preventive	<ul style="list-style-type: none">- Teacher guidance- Sharing feelings- Problem solving- For problem students- Discipline & control
Teachers' Roles in Guidance	
<ul style="list-style-type: none">- Offering guidance- Identifying problem students- Teacher initiate contact- Provided by tutors- Provided by guidance teachers- Guidance in class periods- Homework guidance	<ul style="list-style-type: none">- Teacher initiate contact- Provided by tutors- Guidance in class periods- More care & concerns- No roles
School Improvement	
<ul style="list-style-type: none">- All teacher involvement- Tutor involvement- Focus<ul style="list-style-type: none">: more preventive: strengthen referral channel- Strengthen values education<ul style="list-style-type: none">: talks, class periods- Collaboration- Training- Workload- Principals' support- Communication with parents- Teacher-student relationship	<ul style="list-style-type: none">- Talks, class periods- Activities- Teacher-student relationship

APPENDIX B

SURVEY ON CONCERNS OF HONG KONG JUNIOR SECONDARY STUDENTS

STUDENTS' QUESTIONNAIRE A:

PERSONAL CONCERNS QUESTIONNAIRE (PCQ)

In the process of growing up, most adolescents say that they have some concerns, or have some difficulties. Some students of your age may be very concerned about their physical appearance, learning at school, relationships with peers, or relationships with parents, etc. This research aims to explore concerns and difficulties which YOU may have. Please put a tick in the appropriate box or write your answer in the blanks. There is no right or wrong answer. You don't have to put your name on the questionnaire. Thank you.

Section One: Personal Particulars.

1. School: _____
2. Sex: Male [] Female []
3. Age: [] 11-12 [] 13-14 [] 15-16
 [] 17-18 [] 18 or above
4. Class: [] S.1 [] S.2 [] S.3
5. Father's Occupation: _____
6. Father's Educational Background:
- | | | | |
|----------------|-------|---------------------|-------|
| Primary | [] | Tertiary | [] |
| Secondary 1-3 | [] | No formal schooling | [] |
| Secondary 4-5 | [] | Don't know | [] |
| Post secondary | [] | | |
7. Mother's Occupation: _____
8. Mother's Educational Background:
- | | | | |
|----------------|-------|---------------------|-------|
| Primary | [] | Tertiary | [] |
| Secondary 1-3 | [] | No formal schooling | [] |
| Secondary 4-5 | [] | Don't know | [] |
| Post secondary | [] | | |
9. Type of housing in which you live:
- | | |
|-------------------------------|-------|
| Public housing estate | [] |
| Private housing estate | [] |
| Home Ownership Scheme Housing | [] |
| Temporary Housing | [] |
| Quarters | [] |
| Others (Please specify): | |

Section Two.

[1] At present, what kind of concerns or difficulties do you have?

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[A] Learning					
1. To get better grades	[]	[]	[]	[]	[]
2. Not doing well in school work	[]	[]	[]	[]	[]
3. Worried about tests and exams	[]	[]	[]	[]	[]
4. Promotion to senior forms	[]	[]	[]	[]	[]
5. Can't understand what teacher says in class	[]	[]	[]	[]	[]
6. Homework too difficult and too much	[]	[]	[]	[]	[]
[B] Family					
7. Not relating well with parents	[]	[]	[]	[]	[]
8. Parents are too strict with me	[]	[]	[]	[]	[]
9. Parents themselves have poor relationship	[]	[]	[]	[]	[]
10. Parents object to me dating	[]	[]	[]	[]	[]
11. Parents are not caring to me	[]	[]	[]	[]	[]
12. Parents love the siblings more	[]	[]	[]	[]	[]
13. Difficult to communicate with parents	[]	[]	[]	[]	[]
[C] School					
14. Not relating well with teachers	[]	[]	[]	[]	[]
15. Difficulties in following school rules	[]	[]	[]	[]	[]
16. Poor class discipline	[]	[]	[]	[]	[]
17. Feeling resistant against school	[]	[]	[]	[]	[]
18. Punished by teachers because of misbehaviour	[]	[]	[]	[]	[]
[D] Relationship with peers					
19. To have more friends	[]	[]	[]	[]	[]
20. Interest in boyfriend/ girlfriend	[]	[]	[]	[]	[]
21. Not relating well with peers	[]	[]	[]	[]	[]
22. Isolated by peers	[]	[]	[]	[]	[]
23. Bullied/teased by peers	[]	[]	[]	[]	[]
24. Problems in getting along with boyfriends/girlfriends	[]	[]	[]	[]	[]
25. How important I am for my friends	[]	[]	[]	[]	[]

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[E] Others					
26. My height and weight	[]	[]	[]	[]	[]
27. How I dress	[]	[]	[]	[]	[]
28. Insufficient pocket money to buy smart clothes of famous brands	[]	[]	[]	[]	[]
29. Not confident of myself	[]	[]	[]	[]	[]
30. What to do after Secondary 3	[]	[]	[]	[]	[]
31. Don't know goals in life	[]	[]	[]	[]	[]
32. Don't know why to study at school	[]	[]	[]	[]	[]
33. Feeling depressed	[]	[]	[]	[]	[]
34. Feeling life not meaningful	[]	[]	[]	[]	[]
35. Feeling stressful	[]	[]	[]	[]	[]
36. Thinking of ending my life	[]	[]	[]	[]	[]
37. Associating with undesirable peers outside school	[]	[]	[]	[]	[]
38. Drinking alcohol	[]	[]	[]	[]	[]
39. Using drugs, cough syrup	[]	[]	[]	[]	[]
40. Worried about 1997	[]	[]	[]	[]	[]
41. Others (Please specify):					

[2] From your experience, what do you think might be the causes of the concerns or difficulties you have?

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
1. Lessons are too difficult	[]	[]	[]	[]	[]
2. Lessons are too boring	[]	[]	[]	[]	[]
3. Using English language textbooks	[]	[]	[]	[]	[]
4. Lessons too easy and not challenging	[]	[]	[]	[]	[]
5. My learning ability is not good	[]	[]	[]	[]	[]
6. My academic standard is not good, not up to school's expectations	[]	[]	[]	[]	[]
7. I did not do that well in primary school	[]	[]	[]	[]	[]
8. I am lazy and do not work hard enough	[]	[]	[]	[]	[]
9. I am not good at remembering things	[]	[]	[]	[]	[]

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
10. I am not interested in school work	[]	[]	[]	[]	[]
11. My study method is not right	[]	[]	[]	[]	[]
12. Teachers expect too much from me	[]	[]	[]	[]	[]
13. Parents expect too much from me	[]	[]	[]	[]	[]
14. Classmates are too noisy, affecting my learning	[]	[]	[]	[]	[]
15. Parents don't know how to talk to me	[]	[]	[]	[]	[]
16. Parents have problems in their marriage	[]	[]	[]	[]	[]
17. Parents are too busy to be with me or talk to me	[]	[]	[]	[]	[]
18. Parents are separated / divorced	[]	[]	[]	[]	[]
19. Parents think differently from me	[]	[]	[]	[]	[]
20. Teachers are biased against my class	[]	[]	[]	[]	[]
21. Teachers are too strict	[]	[]	[]	[]	[]
22. School rules are too strict	[]	[]	[]	[]	[]
23. Punishment is too heavy	[]	[]	[]	[]	[]
24. Teachers are too lax in classroom management	[]	[]	[]	[]	[]
25. Need of friends for sharing	[]	[]	[]	[]	[]
26. All my friends have boyfriends/girlfriends	[]	[]	[]	[]	[]
27. Competition within class, affecting friendship	[]	[]	[]	[]	[]
28. Need to be trendy / fashionable so as not to be teased by peers	[]	[]	[]	[]	[]
29. Influence of mass media, such as TV, films, magazines, etc.	[]	[]	[]	[]	[]
30. Teachers are biased against me	[]	[]	[]	[]	[]
31. Others (Please specify):					

- The End -

SURVEY ON CONCERNS OF HONG KONG JUNIOR SECONDARY STUDENTS

STUDENTS' QUESTIONNAIRE B:

MOST STUDENTS' CONCERNS QUESTIONNAIRE (MSQ)

This research aims to explore your views about students' concerns and difficulties, and your views about guidance services for students. There are THREE SECTIONS in this questionnaire. Please put a tick in the appropriate box or write your answer in the blanks. There is no right or wrong answer. You don't have to put your name on the questionnaire. Thank you.

Section One: Personal Particulars.

1. School: _____

2. Sex: Male ☐ Female ☐

3. Age: ☐ 11 -12 ☐ 13-14 ☐ 15-16
☐ 17-18 ☐ 18 or above

4. Class: ☐ S.1 ☐ S.2 ☐ S.3

5. Father's Occupation: _____

6. Father's Educational Background:

Primary	<input type="checkbox"/>	Tertiary	<input type="checkbox"/>
Secondary 1-3	<input type="checkbox"/>	No formal schooling	<input type="checkbox"/>
Secondary 4-5	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
Post secondary	<input type="checkbox"/>		

7. Mother's Occupation: _____

8. Mother's Educational Background:

Primary	<input type="checkbox"/>	Tertiary	<input type="checkbox"/>
Secondary 1-3	<input type="checkbox"/>	No formal schooling	<input type="checkbox"/>
Secondary 4-5	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
Post secondary	<input type="checkbox"/>		

9. Type of housing in which you live:

Public housing estate	<input type="checkbox"/>
Private housing estate	<input type="checkbox"/>
Home Ownership	<input type="checkbox"/>
Temporary Housing	<input type="checkbox"/>
Quarters	<input type="checkbox"/>
Others (Please specify):	

Section Two.

In the process of growing up, most adolescents say that they have some concerns, or have some difficulties.

In this section, you will be asked to think about the concerns or difficulties of **most junior secondary students**.

[1] To what extent do you consider the following to be the concerns and difficulties experienced by **most junior secondary students** ?

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[A] Learning					
1. To get better grades	[]	[]	[]	[]	[]
2. Not doing well in school work	[]	[]	[]	[]	[]
3. Worried about test and exams	[]	[]	[]	[]	[]
4. Promotion to senior forms	[]	[]	[]	[]	[]
5. Can't understand what teacher says in class	[]	[]	[]	[]	[]
6. Homework too difficult and too much	[]	[]	[]	[]	[]
[B] Family					
7. Not relating well with parents	[]	[]	[]	[]	[]
8. Parents are too strict with them	[]	[]	[]	[]	[]
9. Parents themselves have poor relationship	[]	[]	[]	[]	[]
10. Parents object to them dating	[]	[]	[]	[]	[]
11. Parents are not caring	[]	[]	[]	[]	[]
12. Parents love the siblings more	[]	[]	[]	[]	[]
13. Difficult to communicate with parents	[]	[]	[]	[]	[]
[C] School					
14. Not relating well with teachers	[]	[]	[]	[]	[]
15. Difficulties in following school rules	[]	[]	[]	[]	[]
16. Poor class discipline	[]	[]	[]	[]	[]
17. Feeling resistant against school	[]	[]	[]	[]	[]
18. Punished by teachers with demerits	[]	[]	[]	[]	[]

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[D] Relationship with peers					
19. To have more friends	[]	[]	[]	[]	[]
20. Interest in boyfriend/ girlfriend	[]	[]	[]	[]	[]
21. Not relating well with peers	[]	[]	[]	[]	[]
22. Isolated by peers	[]	[]	[]	[]	[]
23. Bullied/teased by peers	[]	[]	[]	[]	[]
24. Problems in getting along with boyfriends/girlfriends	[]	[]	[]	[]	[]
25. How important they are for their friends.	[]	[]	[]	[]	[]
[E] Others					
26. Their height and weight	[]	[]	[]	[]	[]
27. How to dress	[]	[]	[]	[]	[]
28. Insufficient pocket money to buy smart clothes of famous brands	[]	[]	[]	[]	[]
29. Not confident of themselves	[]	[]	[]	[]	[]
30. What to do after Secondary 3	[]	[]	[]	[]	[]
31. Don't know goals in life	[]	[]	[]	[]	[]
32. Don't know why to study at school	[]	[]	[]	[]	[]
33. Feeling depressed	[]	[]	[]	[]	[]
34. Feeling life not meaningful	[]	[]	[]	[]	[]
35. Feeling stressful	[]	[]	[]	[]	[]
36. Thinking of ending their life	[]	[]	[]	[]	[]
37. Associating with undesirable peers outside school	[]	[]	[]	[]	[]
38. Drinking alcohol	[]	[]	[]	[]	[]
39. Using drugs, cough syrup	[]	[]	[]	[]	[]
40. Worried about 1997	[]	[]	[]	[]	[]
41. Others (Please specify):					

[2] To what extent do you consider the following to be the CAUSES of the concerns and difficulties experienced by **most junior secondary students you know?**

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
1. Lessons are too difficult	[]	[]	[]	[]	[]
2. Lessons are too boring	[]	[]	[]	[]	[]
3. Using English language textbooks	[]	[]	[]	[]	[]
4. Lessons too easy and not challenging	[]	[]	[]	[]	[]
5. Their learning ability is not good	[]	[]	[]	[]	[]
6. The academic standard is not good, not up to school's expectations	[]	[]	[]	[]	[]
7. Did not do that well in primary school	[]	[]	[]	[]	[]
8. Lazy and do not work hard enough	[]	[]	[]	[]	[]
9. Not good at remembering things	[]	[]	[]	[]	[]
10. Not interested in school work	[]	[]	[]	[]	[]
11. The study method is not right	[]	[]	[]	[]	[]
12. Teachers expect too much	[]	[]	[]	[]	[]
13. Parents expect too much	[]	[]	[]	[]	[]
14. Classmates are too noisy, affecting their learning	[]	[]	[]	[]	[]
15. Parents don't know how to talk to their children	[]	[]	[]	[]	[]
16. Parents have problems in their marriage	[]	[]	[]	[]	[]
17. Parents are too busy to be with their children or talk to them	[]	[]	[]	[]	[]
18. Parents are separated / divorced	[]	[]	[]	[]	[]
19. Parents think differently from them	[]	[]	[]	[]	[]
20. Teachers are biased against students	[]	[]	[]	[]	[]
21. Teachers are too strict	[]	[]	[]	[]	[]
22. School rules are too strict	[]	[]	[]	[]	[]
23. Punishment is too heavy	[]	[]	[]	[]	[]
24. Teachers are too lax in classroom management	[]	[]	[]	[]	[]
25. Need of friends for sharing	[]	[]	[]	[]	[]
26. All our friends have boyfriends/girlfriends	[]	[]	[]	[]	[]
27. Competition within class, affecting friendship	[]	[]	[]	[]	[]
28. Need to be trendy / fashionable so as not to be teased by peers	[]	[]	[]	[]	[]
29. Influence of mass media such as TV, films, magazines, etc.	[]	[]	[]	[]	[]

Section Three.

In this section, we will look at your views on student guidance.

[3] What do you think 'student guidance' is?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Teachers talking to students to help them feel better	[]	[]	[]	[]	[]
2. Helping students to face and solve problems	[]	[]	[]	[]	[]
3. Correcting students' mis-behaviour in class and at school	[]	[]	[]	[]	[]
4. Helping students' personal growth	[]	[]	[]	[]	[]
5. Helping teachers to maintain school rules and classroom discipline	[]	[]	[]	[]	[]
6. Teaching students values in life	[]	[]	[]	[]	[]
7. For students with emotional and behavioural problems	[]	[]	[]	[]	[]
8. Others (Please specify):					

[4] Do you consider that the following guidance activities help students deal with their concerns and difficulties?

	Very Helpful	Helpful	Un-decided	Not too Helpful	Not Helpful at all
	1	2	3	4	5
1. Talking to tutors	[]	[]	[]	[]	[]
2. Talking to guidance teachers	[]	[]	[]	[]	[]
3. Talking to school social worker	[]	[]	[]	[]	[]
4. Taking part in group programmes, such as Big Brothers/Sisters Scheme, Growth groups, Study Skills Training groups	[]	[]	[]	[]	[]
5. Having talks during form assemblies	[]	[]	[]	[]	[]
6. Class periods	[]	[]	[]	[]	[]
7. Talking privately to teachers whom students know well	[]	[]	[]	[]	[]
8. Others (Please specify):					

[5] In what ways could a teacher help students deal with their concerns and difficulties better?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Teachers make contact with students in order to understand them	[]	[]	[]	[]	[]
2. Take initiative to see individual students	[]	[]	[]	[]	[]
3. Talk to students during class periods about issues they are concerned about	[]	[]	[]	[]	[]
4. Show more concern and care to students	[]	[]	[]	[]	[]
5. Refer students to see guidance teachers	[]	[]	[]	[]	[]
6. Refer students to see school social worker	[]	[]	[]	[]	[]
7. Not much could be offered by teachers	[]	[]	[]	[]	[]
8. Others (Please specify):					

[6] In your opinion, what could the school do to make student guidance services better?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Encourage teachers to talk to students about their concerns	[]	[]	[]	[]	[]
2. Organize more group programmes such as Big Brothers/Sisters Scheme, Growth groups, Study Skills Training groups, etc.	[]	[]	[]	[]	[]
3. Having talks, such as: How to communicate with parents, How to deal with friends	[]	[]	[]	[]	[]
4. Teachers guide students during class periods in ways of dealing with problems	[]	[]	[]	[]	[]
5. Improve relationships with students	[]	[]	[]	[]	[]
6. Enhance communication with parents	[]	[]	[]	[]	[]
7. There isn't anything the school could do	[]	[]	[]	[]	[]
8. Others (Please specify):					

- The End -

SURVEY ON CONCERNS OF HONG KONG JUNIOR SECONDARY STUDENTS

TUTORS' QUESTIONNAIRE (TUQ)

This research aims to explore the kinds of concerns experienced by junior secondary students (Secondary One to Secondary Three), and your views about guidance services for students. There are THREE SECTIONS in this questionnaire. Please put a tick in the appropriate box or write your answer in the blanks. There is no right or wrong answer. You don't have to put your name on the questionnaire. Thank you.

Section One: Personal Particulars.

1. School: _____

2. Sex: Male ☐ Female ☐

3. Years of Teaching Experiences:

- | | |
|----------------------|--------------------------|
| 1. Less than 1 years | <input type="checkbox"/> |
| 2. 1 to 5 years | <input type="checkbox"/> |
| 3. 6 to 10 years | <input type="checkbox"/> |
| 4. Over 10 years | <input type="checkbox"/> |

4. What responsibilities do you have in school?

- | | |
|-----------------------------|--------------------------|
| 1. Discipline | <input type="checkbox"/> |
| 2. Guidance | <input type="checkbox"/> |
| 3. Moral education | <input type="checkbox"/> |
| 4. Sex / civic education | <input type="checkbox"/> |
| 5. Others (Please specify): | |
- _____

5. If you are a form tutor, please put a tick in the appropriate box.

- | | | | |
|----------------|--------------------------|-------------------|--------------------------|
| 1. Secondary 1 | <input type="checkbox"/> | 5. Secondary 5 | <input type="checkbox"/> |
| 2. Secondary 2 | <input type="checkbox"/> | 6. Secondary 6 | <input type="checkbox"/> |
| 3. Secondary 3 | <input type="checkbox"/> | 7. Secondary 7 | <input type="checkbox"/> |
| 4. Secondary 4 | <input type="checkbox"/> | 8. Not applicable | <input type="checkbox"/> |

6. How do you consider the academic standard of the class of which you are the form tutor?

- | | |
|------------------|--------------------------|
| 1. Above average | <input type="checkbox"/> |
| 2. Average | <input type="checkbox"/> |
| 3. Below average | <input type="checkbox"/> |

7. Are you the subject teacher of the following class(es)?

- | | | | |
|----------------|--------------------------|-------------------|--------------------------|
| 1. Secondary 1 | <input type="checkbox"/> | 5. Secondary 5 | <input type="checkbox"/> |
| 2. Secondary 2 | <input type="checkbox"/> | 6. Secondary 6 | <input type="checkbox"/> |
| 3. Secondary 3 | <input type="checkbox"/> | 7. Secondary 7 | <input type="checkbox"/> |
| 4. Secondary 4 | <input type="checkbox"/> | 8. Not applicable | <input type="checkbox"/> |

Section Two.

In the process of growing up, most adolescents say that they have some concerns.

[1] To what extent do you consider the following to be the concerns and difficulties experienced by most students in your class?

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[A] Learning					
1. To get better grades	[]	[]	[]	[]	[]
2. Not doing well in school work	[]	[]	[]	[]	[]
3. Worried about test and exams	[]	[]	[]	[]	[]
4. Promotion to senior forms	[]	[]	[]	[]	[]
5. Can't understand what teacher says in class	[]	[]	[]	[]	[]
6. Homework too difficult and too much	[]	[]	[]	[]	[]
[B] Family					
7. Not relating well with parents	[]	[]	[]	[]	[]
8. Parents are too strict with them	[]	[]	[]	[]	[]
9. Parents have poor relationship themselves	[]	[]	[]	[]	[]
10. Parents object to them dating	[]	[]	[]	[]	[]
11. Parents are not caring	[]	[]	[]	[]	[]
12. Parents love the siblings more	[]	[]	[]	[]	[]
13. Difficult to communicate with parents	[]	[]	[]	[]	[]
[C] School					
14. Not relating well with teachers	[]	[]	[]	[]	[]
15. Difficulties in following school rules	[]	[]	[]	[]	[]
16. Poor class discipline	[]	[]	[]	[]	[]
17. Feeling resistant against school	[]	[]	[]	[]	[]
18. Punished by teachers with demerits	[]	[]	[]	[]	[]

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
[D] Relationship with peers					
19. To have more friends	[]	[]	[]	[]	[]
20. Interest in boyfriend/ girlfriend	[]	[]	[]	[]	[]
21. Not relating well with peers	[]	[]	[]	[]	[]
22. Isolated by peers	[]	[]	[]	[]	[]
23. Bullied /teased by peers	[]	[]	[]	[]	[]
24. Problems in getting along with boyfriends/girlfriends	[]	[]	[]	[]	[]
25. How important they are for their friends	[]	[]	[]	[]	[]
[E] Others					
26. Their height and weight	[]	[]	[]	[]	[]
27. How to dress	[]	[]	[]	[]	[]
28. Insufficient pocket money to buy smart clothes of famous brands	[]	[]	[]	[]	[]
29. Not confident of themselves	[]	[]	[]	[]	[]
30. What to do after Secondary 3	[]	[]	[]	[]	[]
31. Don't know goals in life	[]	[]	[]	[]	[]
32. Don't know why to study at school	[]	[]	[]	[]	[]
33. Feeling depressed	[]	[]	[]	[]	[]
34. Feeling life not meaningful	[]	[]	[]	[]	[]
35. Feeling stressful	[]	[]	[]	[]	[]
36. Thinking of ending their life	[]	[]	[]	[]	[]
37. Associating with undesirable peers outside school	[]	[]	[]	[]	[]
38. Drinking alcohol	[]	[]	[]	[]	[]
39. Using drugs, cough syrup	[]	[]	[]	[]	[]
40. Worried about 1997	[]	[]	[]	[]	[]
41. Others (Please specify):					

[2] To what extent do you consider the following to be the CAUSES of your students' concerns and difficulties.

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
1. Lessons are too difficult	[]	[]	[]	[]	[]
2. Lessons are too boring	[]	[]	[]	[]	[]
3. Using English language textbooks	[]	[]	[]	[]	[]
4. Lessons too easy and not challenging	[]	[]	[]	[]	[]

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
5. Their learning ability is not good	[]	[]	[]	[]	[]
6. Their academic standard is not good.	[]	[]	[]	[]	[]
7. Poor foundation in primary school	[]	[]	[]	[]	[]
8. Lazy and do not work hard enough	[]	[]	[]	[]	[]
9. Poor memory	[]	[]	[]	[]	[]
10. Not interested in school work	[]	[]	[]	[]	[]
11. Study method is not right	[]	[]	[]	[]	[]
12. Teachers expect too much	[]	[]	[]	[]	[]
13. Parents expect too much	[]	[]	[]	[]	[]
14. Classmates are too noisy, affecting their learning	[]	[]	[]	[]	[]
15. Parents don't know how to talk to them	[]	[]	[]	[]	[]
16. Parents have problems in their marriage	[]	[]	[]	[]	[]
17. Parents are too busy	[]	[]	[]	[]	[]
18. Parents are separated/divorced	[]	[]	[]	[]	[]
19. Parents think differently from them	[]	[]	[]	[]	[]
20. Teachers are biased against them	[]	[]	[]	[]	[]
21. Teachers are too strict	[]	[]	[]	[]	[]
22. School rules are too strict	[]	[]	[]	[]	[]
23. Punishment is too heavy	[]	[]	[]	[]	[]
24. Teachers are too lax in classroom management	[]	[]	[]	[]	[]
25. Need of friends for sharing	[]	[]	[]	[]	[]
26. All their friends have boyfriends/girlfriends	[]	[]	[]	[]	[]
27. Competition within class affecting friendship	[]	[]	[]	[]	[]
28. Need to be trendy / fashionable so as not to be teased by peers	[]	[]	[]	[]	[]
29. Influence of mass media such as TV, films, magazines, etc.	[]	[]	[]	[]	[]
30. Others (Please specify):					

Section Three.

In this section, you will be asked about your views on student guidance.

[3] What do you think 'student guidance' is?

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
1. Teachers talking to students to help them feel better	[]	[]	[]	[]	[]
2. Helping students to face and solve problems	[]	[]	[]	[]	[]
3. Correcting students' mis-behaviour in class and at school	[]	[]	[]	[]	[]
4. Helping students' personal growth	[]	[]	[]	[]	[]
5. Helping teachers to maintain school rules and classroom discipline	[]	[]	[]	[]	[]
6. Teaching students values in life	[]	[]	[]	[]	[]
7. For students with emotional and behavioural problems	[]	[]	[]	[]	[]
8. Preventive in focus, through small group programmes to guide students	[]	[]	[]	[]	[]
9. A way to remediate after problems of students occur	[]	[]	[]	[]	[]
10. Others (Please specify):					

[4] Do you consider that the following guidance activities help students deal with their concerns and difficulties?

	Very Helpful 1	Helpful 2	Un- decided 3	Not too Helpful 4	Not Helpful at all 5
1. Talking to tutors	[]	[]	[]	[]	[]
2. Talking to Guidance Teachers	[]	[]	[]	[]	[]
3. Talking to School Social Worker	[]	[]	[]	[]	[]

	Very Helpful	Helpful	Un- decided	Not too Helpful	Not Helpful at all
	1	2	3	4	5
4. Taking part in group programmes, such as Big Brothers/Sisters Scheme, Growth groups, Study Skills Training groups, etc.	[]	[]	[]	[]	[]
5. Having talks during form assemblies	[]	[]	[]	[]	[]
6. Class periods	[]	[]	[]	[]	[]
7. Talking privately to teachers whom students know well	[]	[]	[]	[]	[]
8. Others (Please specify):					

[5] In what ways could a teacher help students deal with their concerns and difficulties better?

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
1. Talk to students about their concerns	[]	[]	[]	[]	[]
2. Take initiative to see individual students	[]	[]	[]	[]	[]
3. Talk to students during class periods about issues they are concerned about	[]	[]	[]	[]	[]
4. Show more concern and care to students	[]	[]	[]	[]	[]
5. Refer students to see guidance teachers	[]	[]	[]	[]	[]
6. Refer students to see school social worker	[]	[]	[]	[]	[]
7. Not much could be offered by teachers	[]	[]	[]	[]	[]
8. Others (Please specify):					

[6] In your opinion, what could the school do to make student guidance services better?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Encourage teachers to talk to students about their concerns	[]	[]	[]	[]	[]
2. Organize more group programmes such as Big Brothers/Sisters Scheme, Growth groups, Study Skills Training groups, etc.	[]	[]	[]	[]	[]
3. Having talks, such as: How to communicate with parents, How to deal with friends	[]	[]	[]	[]	[]
4. Teachers guide students during class periods in ways of dealing with problems	[]	[]	[]	[]	[]
5. Improve relationships with students	[]	[]	[]	[]	[]
6. Enhance communication with parents	[]	[]	[]	[]	[]
7. Encourage tutors to deal with students' problems themselves	[]	[]	[]	[]	[]
8. School guidance should focus on prevention, stressing personal, social and values education	[]	[]	[]	[]	[]
9. Strengthen collaboration and communication among functional teams in school (e.g. discipline, guidance)	[]	[]	[]	[]	[]
10. Every teacher has a responsibility in identifying students with problems and taking part in guidance	[]	[]	[]	[]	[]
11. Strengthen the channels for case work referral	[]	[]	[]	[]	[]
12. School Principal's support for guidance	[]	[]	[]	[]	[]
13. Lessen workload of teachers, so that they can have time for guidance work	[]	[]	[]	[]	[]
14. Organize training for teachers to strength their guidance techniques	[]	[]	[]	[]	[]
15. There isn't anything the school could do	[]	[]	[]	[]	[]
16. Others (Please specify):					

- The End -

SURVEY ON CONCERNS OF HONG KONG JUNIOR SECONDARY STUDENTS

GENERAL TEACHERS' QUESTIONNAIRE (GTQ)

This research aims to explore the kinds of concerns experienced by junior secondary students (Secondary One to Secondary Three), and your views about guidance services for students. There are THREE SECTIONS in this questionnaire. Please put a tick in the appropriate box or write your answer in the blanks. There is no right or wrong answer. You don't have to put your name in the questionnaire. Thank you.

Section One: Personal Particulars.

1. School: _____

2. Sex: Male ☐ Female ☐

3. Years of Teaching Experience:

- | | |
|---------------------|--------------------------|
| 1. Less than 1 year | <input type="checkbox"/> |
| 2. 1 to 5 years | <input type="checkbox"/> |
| 3. 6 to 10 years | <input type="checkbox"/> |
| 4. Over 10 years | <input type="checkbox"/> |

4. What responsibilities do you have in school?

- | | |
|-----------------------------|--------------------------|
| 1. Discipline | <input type="checkbox"/> |
| 2. Guidance | <input type="checkbox"/> |
| 3. Moral education | <input type="checkbox"/> |
| 4. Sex / civic education | <input type="checkbox"/> |
| 5. Others (Please specify): | |
- _____

5. If you are a form tutor, please put a tick in the appropriate box.

- | | |
|---|--|
| 1. Secondary 1 <input type="checkbox"/> | 5. Secondary 5 <input type="checkbox"/> |
| 2. Secondary 2 <input type="checkbox"/> | 6. Secondary 6 <input type="checkbox"/> |
| 3. Secondary 3 <input type="checkbox"/> | 7. Secondary 7 <input type="checkbox"/> |
| 4. Secondary 4 <input type="checkbox"/> | 8. Not applicable <input type="checkbox"/> |

6. How do you consider the academic standard of the class of which you are the form tutor?

- | | |
|---------------------|--------------------------|
| Above average | <input type="checkbox"/> |
| Average | <input type="checkbox"/> |
| Below average class | <input type="checkbox"/> |

7. Are you a subject teacher of the following class(es)?

- | | |
|---|--|
| 1. Secondary 1 <input type="checkbox"/> | 5. Secondary 5 <input type="checkbox"/> |
| 2. Secondary 2 <input type="checkbox"/> | 6. Secondary 6 <input type="checkbox"/> |
| 3. Secondary 3 <input type="checkbox"/> | 7. Secondary 7 <input type="checkbox"/> |
| 4. Secondary 4 <input type="checkbox"/> | 8. Not applicable <input type="checkbox"/> |

Section Two.

In the process of growing up, most adolescents say that they have some concerns.

[1] To what extent do you consider the following to be the concerns and difficulties experienced by most junior secondary students?

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
[A] Learning					
1. To get better grades	[]	[]	[]	[]	[]
2. Not doing well in school work	[]	[]	[]	[]	[]
3. Worried about test and exams	[]	[]	[]	[]	[]
4. Promotion to senior forms	[]	[]	[]	[]	[]
5. Can't understand what teacher says in class	[]	[]	[]	[]	[]
6. Homework too difficult and too much	[]	[]	[]	[]	[]
[B] Family					
7. Not relating well with parents	[]	[]	[]	[]	[]
8. Parents are too strict with them	[]	[]	[]	[]	[]
9. Parents have poor relationship themselves	[]	[]	[]	[]	[]
10. Parents object to them dating	[]	[]	[]	[]	[]
11. Parents are not caring	[]	[]	[]	[]	[]
12. Parents love the siblings more	[]	[]	[]	[]	[]
13. Difficult to communicate with parents	[]	[]	[]	[]	[]
[C] School					
14. Not relating well with teachers	[]	[]	[]	[]	[]
15. Difficulties in following school rules	[]	[]	[]	[]	[]
16. Poor class discipline	[]	[]	[]	[]	[]
17. Feeling resistant against school	[]	[]	[]	[]	[]
18. Punished by teachers with demerits	[]	[]	[]	[]	[]
[D] Relationship with peers					
19. To have more friends	[]	[]	[]	[]	[]
20. Interest in boyfriend/girlfriend	[]	[]	[]	[]	[]
21. Not relating well with peers	[]	[]	[]	[]	[]
22. Isolated by peers	[]	[]	[]	[]	[]
23. Bullied/teased by peers	[]	[]	[]	[]	[]

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
24. Problems in getting along with boyfriends/girlfriends	[]	[]	[]	[]	[]
25. How important they are for their friends	[]	[]	[]	[]	[]
[E] Others					
26. Their height and weight	[]	[]	[]	[]	[]
27. How to dress	[]	[]	[]	[]	[]
28. Insufficient pocket money to buy smart clothes of famous brands	[]	[]	[]	[]	[]
29. Not confident of themselves	[]	[]	[]	[]	[]
30. What to do after Secondary 3	[]	[]	[]	[]	[]
31. Don't know goals in life	[]	[]	[]	[]	[]
32. Don't know why to study at school	[]	[]	[]	[]	[]
33. Feeling depressed	[]	[]	[]	[]	[]
34. Feeling life not meaningful	[]	[]	[]	[]	[]
35. Feeling stressful	[]	[]	[]	[]	[]
36. Thinking of ending their life	[]	[]	[]	[]	[]
37. Associating with undesirable peers outside school	[]	[]	[]	[]	[]
38. Drinking alcohol	[]	[]	[]	[]	[]
39. Using drugs, cough syrup	[]	[]	[]	[]	[]
40. Worried about 1997	[]	[]	[]	[]	[]
41. Others (Please specify):					

[2] To what extent do you consider the following to be the CAUSES of Students' Concerns and difficulties.

	Strongly Agree 1	Agree 2	Un- decided 3	Dis- agree 4	Strongly Disagree 5
1. Lessons are too difficult	[]	[]	[]	[]	[]
2. Lessons are too boring	[]	[]	[]	[]	[]
3. Using English language textbooks	[]	[]	[]	[]	[]
4. Lessons too easy and not challenging	[]	[]	[]	[]	[]
5. Their learning ability is not good	[]	[]	[]	[]	[]
6. Their academic standard is not good	[]	[]	[]	[]	[]
7. Poor foundation in primary school	[]	[]	[]	[]	[]
8. Lazy and do not work hard enough	[]	[]	[]	[]	[]

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
9. Poor memory	[]	[]	[]	[]	[]
10. Not interested in school work	[]	[]	[]	[]	[]
11. Study method is not right	[]	[]	[]	[]	[]
12. Teachers expect too much	[]	[]	[]	[]	[]
13. Parents expect too much	[]	[]	[]	[]	[]
14. Classmates are too noisy, affecting their learning	[]	[]	[]	[]	[]
15. Parents don't know how to talk to them	[]	[]	[]	[]	[]
16. Parents have problems in their marriage	[]	[]	[]	[]	[]
17. Parents are too busy	[]	[]	[]	[]	[]
18. Parents are separated/ divorced	[]	[]	[]	[]	[]
19. Parents think differently from them	[]	[]	[]	[]	[]
20. Teachers are biased against them	[]	[]	[]	[]	[]
21. Teachers are too strict	[]	[]	[]	[]	[]
22. School rules are too strict	[]	[]	[]	[]	[]
23. Punishment is too heavy	[]	[]	[]	[]	[]
24. Teachers are too lax in classroom management	[]	[]	[]	[]	[]
25. Need of friends for sharing	[]	[]	[]	[]	[]
26. All their friends have boyfriends/girlfriends	[]	[]	[]	[]	[]
27. Competition within class affecting friendship	[]	[]	[]	[]	[]
28. Need to be trendy / fashionable so as not to be teased by peers	[]	[]	[]	[]	[]
29. Influence of mass media such as TV, films, magazines, etc.	[]	[]	[]	[]	[]
30. Others (Please specify):					

Section Three.

In this section, you will be asked about your views on student guidance?

[3] What do you think 'student guidance' is?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Teachers talking to students to help them feel better	[]	[]	[]	[]	[]
2. Helping students to face and solve problems	[]	[]	[]	[]	[]
3. Correcting students' mis-behaviour in class and at school	[]	[]	[]	[]	[]
4. Helping students' personal growth	[]	[]	[]	[]	[]
5. Helping teachers to maintain school rules and classroom discipline	[]	[]	[]	[]	[]
6. Teaching students values in life	[]	[]	[]	[]	[]
7. For students with emotional and behavioural problems	[]	[]	[]	[]	[]
8. Preventive in focus, through small group programmes to guide students	[]	[]	[]	[]	[]
9. A way to remediate after problems of students occur	[]	[]	[]	[]	[]
10. Others (Please specify):					

[4] Do you consider that the following guidance activities help students deal with their concerns and difficulties?

	Very Helpful	Helpful	Un-decided	Not too Helpful	Not Helpful at all
	1	2	3	4	5
1. Talking to tutors	[]	[]	[]	[]	[]
2. Talking to guidance teachers	[]	[]	[]	[]	[]
3. Talking to school social worker	[]	[]	[]	[]	[]
4. Taking part in group programmes, such as Big Brothers/Sisters Scheme, Growth groups, Study Skills Training groups, etc.	[]	[]	[]	[]	[]

	Very Helpful	Helpful	Un- decided	Not too Helpful	Not Helpful at all
	1	2	3	4	5
5. Having talks during form assemblies	[]	[]	[]	[]	[]
6. Class periods	[]	[]	[]	[]	[]
7. Talking privately to teachers whom students know well	[]	[]	[]	[]	[]
8. Others (Please specify:					

[5] In what ways could a teacher help students deal with their concerns and difficulties better?

	Strongly Agree	Agree	Un- decided	Dis- agree	Strongly Disagree
	1	2	3	4	5
1. Talk to students about their concerns	[]	[]	[]	[]	[]
2. Take initiative to see individual students	[]	[]	[]	[]	[]
3. Talk to students during class periods about issues they are concerned about	[]	[]	[]	[]	[]
4. Show more concern and care to students	[]	[]	[]	[]	[]
5. Refer students to see guidance teachers	[]	[]	[]	[]	[]
6. Refer students to see school social worker	[]	[]	[]	[]	[]
7. Not much could be offered by teachers	[]	[]	[]	[]	[]
8. Others (Please specify):					

[6] In your opinion, what could the school do to make student guidance services better?

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
	1	2	3	4	5
1. Encourage teachers to talk to students about their concerns	[]	[]	[]	[]	[]
2. Organize more group programmes such as Big Brothers/Sisters Scheme, Growth Groups, Study Skills Training groups, etc.	[]	[]	[]	[]	[]
3. Having talks, such as: How to communicate with parents, How to deal with friends	[]	[]	[]	[]	[]
4. Teachers guide students during class periods in ways of dealing with problems	[]	[]	[]	[]	[]
5. Improve relationships with students	[]	[]	[]	[]	[]
6. Enhance communication with parents	[]	[]	[]	[]	[]
7. Encourage tutors to deal with students' problems themselves	[]	[]	[]	[]	[]
8. School guidance should focus on prevention, stressing personal, social and values education	[]	[]	[]	[]	[]
9. Strengthen collaboration and communication among functional teams in school (e.g. discipline, guidance)	[]	[]	[]	[]	[]
10. Every teacher has a responsibility in identifying students with problems and taking part in guidance	[]	[]	[]	[]	[]
11. Strengthen the channels for case work referral	[]	[]	[]	[]	[]
12. School Principal's support for guidance	[]	[]	[]	[]	[]
13. Lessen workload of teachers, so that they can have time for guidance work	[]	[]	[]	[]	[]
14. Organize training for teachers to strength their guidance techniques	[]	[]	[]	[]	[]
15. There isn't anything the school could do	[]	[]	[]	[]	[]
16. Others (Please specify):					

- The End -

APPENDIX C1

NUMBER OF SECONDARY SCHOOLS IN HONG KONG

Table C1 Number of Secondary Schools by Sector

Sector	Number
Government	40
Aided	323
Private	92
Total	455

Table C2 Number of Secondary Schools by Stream

Stream	Number
Anglo Chinese	388
Chinese	24
Anglo-Chinese & Chinese	18
English	20
Others	3
English & Others	2
All Stream	455

Table C3 Number of Secondary Schools by Curriculum

Curriculum	Number
Grammar	410
Technical	22
Prevocational	23
Total	455

Source: Education Department, 1992.

APPENDIX C2

LETTER TO THE PRINCIPAL

1st March, 1994

Mrs. X
The Principal,
XX College,
XX Street,
Kowloon.

Dear Mrs. X

Re: Study on the Concerns of Junior Secondary Students and School Guidance Services

I would first of all like to extend my gratitude to you for allowing me to conduct this Study in your school.

The present Study aims at investigating the perception which students and teachers have of the concerns and difficulties experienced by junior secondary students, and their views on school guidance services. The Study will be conducted through questionnaires. All the information collected will be treated with strict confidence and will be used for research purposes only.

I hope that this Study will throw light on the nature of the concerns experienced by most junior secondary students and suggest possible improvements in guidance services.

I shall make arrangements with Mr. Y about the administration of the questionnaire.

Should you need further information, please feel free to contact me at 859-1903.

Once again, thank you for your kindness.

Sincerely,

Eadaoin K.P. Hui (Ms)
Lecturer

QUESTIONNAIRE: GUIDANCE WORK IN HONG KONG SECONDARY SCHOOLS

1. Name of School: _____

2. Anglo-Chinese [] Chinese [] Others []

3. Grammar [] Prevocational [] Technical []

4. Aided [] Government []
Private [] Others t []

5. Boys [] Girls [] Co-educational []

6. Banding: 1 [] 2 [] 3 [] 4 [] 5 []

7. Are students (Secondary 1 -3) in your school streamed according to their academic standard?
Yes [] No []

1. Please indicate by a tick [] in the appropriate box, the kinds of work carried out by the Guidance Team in your school during the last academic year or the current academic year.

A. Individual case work referred by other teachers

Yes [] No []

B. Individual case work initiated by students

Yes [] No []

C. Developmental group programmes

a) peer counselling Yes [] No []

If yes, student attendance: Required []

Voluntary []

If no, is it organized by other teams in the school? Yes [] No []

b) peer tutoring Yes [] No []

If yes, student attendance: Required []

Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

c) study skills training Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

d) social skills training Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

e) life skills training Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

f) growth groups Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

g) orientation programmes Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

h) mass programmes Yes [] No []
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

i) Others: (please specify) _____
If yes, student attendance: Required []
Voluntary []

If no, is it organized by other teams in the school?
Yes [] No []

- D. Collaborative work with teachers
- a) planning form periods/assembly Yes [] No []
 - b) planning class periods Yes [] No []
 - c) giving consultation to teachers
on case work Yes [] No []
 - d) giving consultation to teachers
on group programmes Yes [] No []
 - e) Others: (please specify) _____
- E. Organizing staff development programmes
Yes [] No []
- F. Meetings and case conferences
Yes [] No []
- G. Others (Please specify) _____
Yes [] No []
2. On the basis that all the time you spent doing Guidance work during the last academic year is equivalent to 10 points. Share out these 10 points between the following activities in proportion to the time which you allotted to each.
[Note: the total number of points you assign altogether should be 10].

	Point
Individual case work referred by other teachers	_____
Individual case work initiated by students	_____
Developmental group programmes	_____
Collaborative work with teachers	_____
Organizing staff development programmes	_____
Meetings and case conferences	_____
Doing administrative work	_____
Contacting outside agencies and professionals	_____
Others (please specify) _____	_____

3. What priority does your Guidance Team give to the following activities in allocating time?
 (1 = the greatest priority, 5 = the lowest priority.
 Write NA if the activity was not held in your school.
 You may write more than one 1, if you feel that there are several items given equally high priority, etc.)

- A. Individual case work referred by other teachers _____
- B. Individual case work initiated by students _____
- C. Collaborative work with teachers _____
- D. Developmental group programmes:
 Student participation required by teachers _____
- E. Developmental group programmes:
 Student participation voluntary _____
- F. Others (please specify) _____

Section 3. Organization of Guidance Work

1. Does the guidance team in your work function as an independent unit?

Yes []

No [] It is combined with: Discipline Team []
 Moral Education Team []
 Religious Panel []
 Others: []

2. How many teachers are responsible for guidance work in your school?

3. How would you describe the focus of guidance work in your own school?

- A. only handling case work []
- B. mainly handling case work with some preventive programmes []
- C. equal emphasis on preventive programmes and case work []
- D. mainly organizing preventive programmes with some case work []
- E. only organizing preventive programmes []

APPENDIX C4

LETTER TO THE GUIDANCE TEAM TEACHER

7th April, 1994

Mr. Y
X College.
Kowloon.

Dear Mr. Y,

Study on the Concerns of Junior Secondary Students and School Guidance Services

First of all, I would like to thank you for taking part in this Study.

The present Study aims at investigating the perception which students and teachers have of the concerns and difficulties experienced by junior secondary students, and their views on school guidance services. The Study will be conducted through questionnaires. I hope that this Study will throw light on the nature of the concerns experienced by most junior secondary students and suggest possible improvements in guidance services. The success of this Study depends very much on your assistance.

The following are the procedures for selecting students and teachers for this Study and the administration of the questionnaire.

[A] Administration of the Questionnaires:

[1] Students' Questionnaire

Students' questionnaires are in TWO parts: Part A and Part B. Part A asks students about their **own concerns and difficulties**. Part B asks students to think about **concerns and difficulties of junior secondary students they know**. The two parts of the questionnaires are to be administered to the same groups of students at different times. Each part will take 10 to 15 minutes for completion.

Selection of Students for the Study:

The Study will include students from Secondary One, Two and Three. In each form level, select two classes, one with better academic achievement, the other of lower academic achievement, for example students needing remedial help. If your school does not stream students according to academic ability, then select classes from each form randomly. SIX classes of students will be involved in this Study.

[2] Tutors' Questionnaire

The Tutors' Questionnaires are to be filled in by the Tutors of the SIX classes of students taking part in the present Study.

The Tutors' Questionnaire aims at asking these teachers their perception of the

concerns and difficulties of students in their own class and their views on school guidance.

[3] General Teachers' Questionnaire

The General Teachers' Questionnaires are to be filled in by [1] the subject teachers of the SIX classes of students taking part in the present study, [2] the school guidance teachers. [3] and the school discipline teachers.

The General Teachers' Questionnaire aims asking these teachers their perception of the concerns and difficulties of most junior secondary students they know and their views on guidance.

Note: If a Tutor happens to be the subject teacher of other junior secondary classes, guidance teacher, or discipline teacher, he or she will fill in the Tutors' Questionnaire only.

[B] Collection of the Questionnaires

Please return the Students' Questionnaires and the Tutors' Questionnaires in the envelopes provided for each class. If your school streams students according to their academic standard, please **indicate on the envelop if the class is higher academic standard, or lower academic standard.**

If you have further questions about the Study, please feel free to contact me at 859-1903 or 525-3256 or Fax: 858-5649.

Thanks once again for your kind assistance.

Sincerely,

Eadaoin K.P. Hui (Ms)
Lecturer

APPENDIX C5
LETTER TO THE TUTOR

1st March, 1994

Dear Teachers,

Study on the Concerns of Junior Secondary Students and School Guidance Services

The present Study aims at investigating the perception which students and teachers have of the concerns and difficulties experienced by junior secondary students, and their views on school guidance services. The Study will be conducted through questionnaires. I hope that this Study will throw light on the nature of the concerns experienced by most junior secondary students and suggest possible improvements in guidance services. The success of this Study depends very much on your assistance.

I would like to thank you for taking part in this Study.

The following are the procedures for administering the Questionnaire:

[1] Students' questionnaires () are in TWO parts: Part A and Part B. Part A () asks students about their **own concerns and difficulties**. Part B () asks students to think about the **concerns and difficulties of junior secondary students whom they know**.

These two parts of the questionnaire are to be administered to the **same groups of students at different times**. Each part will take 10 to 15 minutes for completion.

[2] Please also fill in the Tutors' Questionnaire () yourself.

[3] Please return the Student's Questionnaires and the Tutors' Questionnaire in the envelopes provided. All the information collected will be treated with strict confidence and will be used for research purposes only.

Thank you once again for your assistance.

Sincerely,

E.K.P. Hui (Ms)
Lecturer

APPENDIX D1

STUDENTS' AND TEACHERS' PERCEPTION OF STUDENT ADJUSTMENT / MALADJUSTMENT: INTERVIEW GUIDE

- [1] What is your image of a well adjusted student?
How would you describe a well adjusted student?
In three sentences, describe a well adjusted student.
(What social representations are held? How do respondents objectify?)

- [2] What is your image of a maladjusted student?
How would you describe a student who is maladjusted?
In three sentences, describe a maladjusted student.
(What social representations are held? How do respondents objectify?)

- [3] What are the concerns experienced by students who are well adjusted.
What are the difficulties experienced by students who are not so well adjusted?

- [4] Why are some students happy and well adjusted, while others are unhappy and maladjusted?
Give three reasons why some students are well adjusted.
Give three reasons why some students are maladjusted.
(What social representations are developed to explain the cause of inter-individual differences in students in the matter of adjustment.)

- [5] What means/method can be used to help students to be better adjusted and to overcome adjustment difficulties?

APPENDIX D2

STUDENTS' AND TEACHERS' PERCEPTION OF STUDENT ADJUSTMENT / MALADJUSTMENT:

CORRESPONDENCE WITH SCHOOLS

October 5, 1994

Ms X
The Principal
XX Church College

Dear Miss X,

Study on the Adjustment of Junior Secondary Students and School Guidance Services

First of all, I would like to thank you for taking part in this Study.

The present Study aims at investigating the perception which students and teachers have of the adjustment and school guidance services.

The Study will be conducted through interviews with teachers and students. I hope that this Study will throw light on the nature of the adjustment of most junior secondary students and suggest possible improvements in guidance services. The success of this Study depends very much on your assistance.

The following are the procedures for selecting students and teachers for this Study.

[A] Group Interviews with Students.

Secondary One - 3 Groups. 6 Students in each group.

Secondary Two - 3 Groups. 6 Students in each group.

Secondary Three- 3 Groups. 6 Students in each group.

A total of 9 Group Interviews to be arranged.

Each Group Interview will last for about 40 minutes.

If possible, please arrange to have both boys and girls in each group, so that in the total of 9 groups there is an overall balance of boys and girls.

[B] Individual interviews with Teachers.

Guidance Team Leader	1
Guidance Team Teacher	1
Discipline Team Leader	1
Discipline Team Teacher	1
Moral/Civic Team Teachers	1
S.1 Tutors	2
S.2 Tutors	2
S.3 Tutors	2
Junior form subject teachers	2
Senior form subject teachers	2

A total of 15 interviews to be arranged.

[C] Dates for the Interviews with Students and Teachers

I would appreciate it if the Group Interviews with the students could be arranged during the School's Form Periods, and the Individual Interviews with Teachers held during the Teacher's free periods.

I would be able to make visits to the school for the Study on any of the following dates:

October 18	(Tuesday)	A.M.
October 19	(Wednesday)	A.M.
October 20	(Thursday)	A.M.
October 21	(Friday)	A.M.
October 24	(Monday)	A.M.
October 25	(Tuesday)	A.M.
October 26	(Wednesday)	A.M.
October 27	(Thursday)	A.M.
October 31	(Monday)	A.M.
November 1	(Tuesday)	A.M.
November 2	(Wednesday)	A.M.
November 3	(Thursday)	A.M.
November 4	(Friday)	A.M.
November 7	(Monday)	A.M.
November 8	(Tuesday)	A.M.
November 9	(Wednesday)	A.M.

If you have further questions about the Study, please feel free to contact me at 859-1903 or 525-3256 or Fax: 858-5649.

Thanks once again for your kind assistance.

Sincerely,

Eadaoin K.P. Hui (Ms)
Lecturer

APPENDIX D3

STUDENT ADJUSTMENT - QUALITATIVE INTERVIEW: CODING SYSTEM

A list of codes employed and explanation of each category/subcategory

Image of a Well-Adjusted Student: Students' Views

Categories:

- (1) Physical Appearance
- (2) Personality - temperament, character
- (3) Emotional/ Psychological wellbeing
Sub-categories: (i) Emotion - mood, happiness
(ii) Self esteem - confidence, self image
- (4) Ability
Sub-categories: (i) Gifted - clever, talent etc.
(ii) Effort - hard working
(iii) Will Power - concentration, patience,
(iv) Goals - plan for future, having aims
(v) Coping- problem solving skills
- (5) Academic Performance
Sub-categories: (i) School - school work, relations with school
(ii) All round - good in school work & sports
(iii) Behaviour - conduct
- (6) Relationships - relating to peers, family, teacher

=====

Image of a Well-Adjusted Student: Teachers' Views

Categories:

- (1) Physical Appearance
- (2) Personality - temperament, character
- (3) Emotional/ Psychological wellbeing
Sub-categories: (i) Emotion - moods, happiness
(ii) Self esteem - confidence, self image
- (4) Ability
Sub-categories: (i) Gifted - clever, talent etc.
(ii) Effort - diligent
(iii) Will Power - concentration, patience,
(iv) Goals - plan for future, having aims
(v) Coping- problem solving skills
(vi) Thinking-judgment, reasoning, maturity etc.
(vii) Risk taking

(5) Academic Performance

- Sub-categories: (i) School - school work, relations with school
(ii) Sport - sport performance
(iii) Behaviour - conduct

(6) Relationships

- Sub-categories: (i) Relationships with peers, teachers, family
(ii) Takes initiative - in building relationships
(iii) Acceptance - accepting of others

=====

Image of A Maladjusted Student: Students' Views

Categories:

(1) Physical Appearance

(2) Personality

- Sub-categories: (i) Introverted - withdrawn, self-centred etc.
(ii) Temperament - rigid, stubborn etc.

(3) Emotional/Psychological wellbeing

- Sub-categories: (i) Emotion - mood
(ii) Anxiety
(iii) Self-esteem - Low self image, confidence

(4) Ability

- Sub-categories: (i) Lack of ability - stupid, not clever
(ii) Effort - laziness
(iii) Thinking - judgment, immaturity
(iv) Will Power - concentration, being influenced etc.
(v) Goals - plans for future
(vi) Coping - help seeking, problem solving etc.

(5) Academic performance

- Sub-categories: (i) School
(ii) Behaviour

(6) Relationships - peers, family, school

=====

Image of A Maladjusted Student: Teachers' Views

Categories:

(1) Physical Appearance

(2) Personality

- Sub-categories: (i) Introverted - withdrawn, self-centred etc.
(ii) Temperament - rigid, stubborn etc.

(3) Emotional/Psychological wellbeing

- Sub-categories: (i) Emotion - mood
(ii) Anxiety

(iii) Self-esteem - Low self image, confidence

(4) Ability

Sub-categories: (i) Lack of ability - stupid, not clever
(ii) Effort - laziness
(iii) Thinking - judgment, immaturity
(iv) Will Power - concentration, being influenced etc.
(v) Goals - plans for future
(vi) Coping - help seeking, problem solving etc.

(5) Academic performance

Sub-categories: (i) School
(ii) Behaviour

(6) Relationships - peers, family, school

Concerns Experienced by Well-Adjusted Students: Students' Views

Categories:

- (1) Study-related - grades, promotion etc.
- (2) Friendship - desire for more friends, peer relationship etc.
- (3) School & Society - care about school, social issues
- (4) Family - relationships with parents etc.
- (5) No problems

Concerns Experienced by Maladjusted Students: Students' Views

Categories:

- (1) Learning difficulties - poor school work etc.
- (2) Peer relationship - problems with peers, peer rejection etc.
- (3) Family problems - problems at home, broken home
- (4) School - behavioural problems at school, relationships with teachers.

Concerns Experienced by Well-Adjusted Students: Teachers' Views

Categories:

- (1) Study-related - grades, promotion etc.
- (2) Friendship - desire for more friends, peer relationship etc.
- (3) School & Society - care about school, social issues
- (4) Relationships - with parents, teachers etc.
- (5) Self enhancement - self development, improvement etc.
- (6) No problems

Concerns Experienced by Maladjusted Students: Teachers' Views

Categories:

- (1) Learning difficulties - poor school work etc.
- (2) Peer relationship - problems with peers, peer rejection etc.
- (3) Family problems - problems at home, broken home
- (4) School - behavioural problems at school, relationships with teachers.
- (5) Emotional problems - unstable mood

Reasons for Good Adjustment: Students' Views

Categories:

(1) Family related causes

- Sub-categories: (i) Care, support & encouragement - caring parents, parents teach children, encouragement from family members.
(ii) Happy home / no pressure

(2) Student related causes

- Sub-categories: (i) Personality / Inborn - students' inborn qualities, temperament, and confidence
(ii) Ability - clever, will power etc.
(iii) Effort / interest - study hard, takes initiatives, serious attitude
(iv) Good foundation / standard - Good in English, ground work in primary school

(3) Peer related causes

- Sub-categories: (i) Supportive friends
(ii) Good peer relationships

(4) School related causes

- Sub-categories: (i) Teaching methods
(ii) Caring teachers
(iii) Learning environment
(iv) Good teacher-student relationships
(v) Belonging - like school

=====

Reasons for Maladjustment: Students' Views

Categories:

(1) Family related causes

- Sub-categories: (i) Uncaring parents - parental neglect, bias
(ii) Family problems- Broken home, parents quarrel, financial difficulties
(iii) Lack of parental guidance - no time with children
(iv) Pressure / expectation - high expectation, pressure
(v) Over-protective parents
(vi) Home environment - noisy

(2) Student related causes

- Sub-categories: (i) Personality / inborn - temperament, will power, inborn qualities
(ii) Effort / initiatives - not taking initiatives, not attentive
(iii) Coping skills - help seeking, problem solving
(iv) Poor standard / foundation

- (3) Peer related causes
 - Sub-categories: (i) Peer influence - bad peer influence
 - (ii) Peer rejection - peer bullying, prejudice
- (4) School related causes
 - Sub-categories: (i) Curriculum
 - (ii) Teaching methods
 - (iii) Teacher management
 - (iv) School rules and punishment system
 - (v) School atmosphere
- (5) Others - Societal influence

=====

Reasons for Good Adjustment: Teachers' Views

Categories:

- (1) Family related causes
 - Sub-categories: (i) Care, support & encouragement - caring parents, parents teach children, encouragement from family members.
 - (ii) Parents' management
 - (iii) Security / no pressure
 - (iv) Parents trust school
- (2) Student related causes
 - Sub-categories: (i) Personality / Inborn - students' inborn qualities, temperament, and confidence
 - (ii) Ability - clever, will power etc.
 - (iii) Effort / interest - study hard, takes initiatives, serious attitude
 - (iv) Good foundation / standard - in English, good ground work in primary school
 - (v) No learning problems
- (3) Peer related causes
 - Sub-categories: (i) Good peer influences
 - (ii) Supportive friends
- (4) School related causes
 - Sub-categories: (i) Teacher care, guidance
 - (ii) Curriculum & activities
 - (iii) School atmosphere - warm atmosphere, acceptance, schools having direction
 - (iv) School home liaison

=====

Reasons for Maladjustment: Teachers' Views

Categories:

(1) Family related causes

- Sub-categories: (i) Family problems- Broken home, parents quarrel, financial difficulties
(ii) Uncaring parents - parental neglect, bias
(iii) Parental expectation / pressure - high expectation, pressure
(v) Parental management - strict
(vi) Lack of parental guidance - no supervision

(2) Student related causes

- Sub-categories: (i) Personality / inborn - temperament, will power, inborn qualities, confidence, expectations
(ii) Ability - weak, no goals
(iii) Poor standard / foundation

(3) Peer related causes

- Sub-categories: (i) Peer influences - bad peer influences
(ii) Peer rejection - peer bullying, prejudice

(4) School related causes

- Sub-categories: (i) Curriculum
(ii) Streaming

(5) Others

=====

Means of Enhancing Students' Adjustment and Overcoming Difficulties: Students' Views

Categories:

(1) Guidance Support

- Sub-categories: (i) Teachers guidance - guidance given by teachers, tutors, guidance teachers
(ii) Teacher care and encouragement - care, good teacher-student relationship
(iii) Teachers' intervention - intervene when students have problems
(iv) School social workers - guidance given by school social workers

(2) Peer Support

- Sub-categories: (i) Peer guidance - peer support, care, encouragement
(ii) Support of senior students - peer tutoring

- (3) Remedial support
 - Sub-categories: (i) Remedial group - remedial classes
 - (ii) Individual help - from teachers, private tuition
- (4) Extra-curricular activities
 - Sub-categories: (i) Group activities - activities after class,
- (5) Teachers
 - Sub-categories: (i) Teaching method
 - (ii) Management
- (6) School
 - Sub-categories: (i) Improving school facilities
 - (ii) Curriculum
 - (iii) Change school
- (7) Parents
 - Sub-categories: (i) Care - more care, understanding
 - (ii) Communication - with children
 - (iii) Management
- (8) Students
 - Sub-categories: (i) Seek help - from teachers, friends
 - (ii) Take initiative - for improvement
 - (iii) Avoid bad peer influence

=====

Means of Enhancing Students' Adjustment and Overcoming Difficulties: Teachers' Views

Categories:

- (1) Guidance support
 - Sub-categories: (i) Teacher guidance/acceptance - establish relationships with students, takes initiatives in guidance, show acceptance of students
 - (ii) Care and encouragement
 - (iii) Guidance from tutors
- (2) School
 - Sub-categories: (i) Curriculum
 - (ii) Morning assemblies/Class periods
 - (iii) Happy school atmosphere
 - (iv) Workload
- (3) Peer support
 - Sub-categories: (i) Support of senior students
- (4) Remedial support
 - Sub-categories: (i) Remedial group
- (5) Extra-curricular activities
- (6) Alternative views

APPENDIX E

CONCERNS EXPERIENCED BY STUDENTS:

STUDENTS' AND TEACHERS' PERCEPTION

Table E1 Students' Concerns: Factor Structures and Loadings

Students' Perception	Loadings	Teachers' Perception	Loadings
Factor 1 Family Related Concerns (Variance 20.9%)		Factor 1 Family Related Concerns (Variance 20%)	
*7. Not relating well with parents	.76	*7. Not relating well with parents	.79
*9. Parents themselves have poor relationship	.75	*9. Parents themselves have poor relationship	.76
*8. Parents are too strict with them	.70	*8. Parents are too strict with them	.54
*13. Difficult to communicate with parents	.68 .67	*13. Difficult to communicate with parents	.49
*11. Parents are not caring	.65	*11. Parents are not caring	.73
*12. Parents love the siblings more		*12. Parents love the siblings more	.50
10. Parents object to them dating	.48		
Factor 2 Psychological Wellbeing (Variance 6.4%)		Factor 7 Psychological Wellbeing (Variance 3.5%)	
*31. Don't know goals in life	.72	*31. Don't know goals in life	.83
*32. Don't know why to study	.69	*32. Don't know why to study	.78
*34. Feeling life not meaningful	.67	*34. Feeling life not meaningful	.47
33. Feeling depressed	.61	29. Not confident of themselves	.47
36. Thinking of ending their life	.49		
Factor 3 School Related Problems (Variance 5.5%)		Factor 6 School Related Problems (Variance 4.0%)	
*15. Difficulties in following school rules	.69	*15. Difficulties in following school rules	.72
*17. Feeling resistant against school	.68	*17. Feeling resistant against school	.62
*14. Not relating well with teachers	.67	*14. Not relating well with teachers	.56
*18. Punished by teachers with demerits	.65	*18. Punished by teachers with demerits	.50
*16. Poor class discipline	.51	*16. Poor class discipline	.71

Table E1 continued

Factor 4**Maladjusted behaviour**
(Variance 4.5%)

*38.Drinking alcohol	.81
*39.Using drugs, cough syrup	.82
*36.Thinking of ending their life	.48
*37.Associating with undesirable peers outside school	.71

Factor 5**Peer Relationship Problems**
(Variance 4.4%)

*22.Being isolated by peers	.81
*23.Being bullied/teased by peers	.77
*21.Not relating well with peers	.71

Factor 6**Physical Appearance**
(Variance 3.7%)

*27.How to dress	.84
*26.Height and weight	.75
*28.Insufficient pocket money to buy smart clothes of famous brands	.66

Factor 7**Study Concerns**
(Variance 3.4%)

*3. Worried about tests and examinations	.82
*1. To get better grades	.72
*4. Promotion to senior forms	.70

Factor 2**Maladjusted behaviour**
(Variance 10.8%)

*38.Drinking alcohol	.76
*39.Using drugs, cough syrup	.74
*36.Thinking of ending their life	.65
*37.Associating with undesirable peers outside school	.55
40.Worried about 1997	.57
17.Feeling resistant against school	.40

Factor 3**Peer Relationship Problems**
(Variance 6.1%)

*22.Being isolated by peers	.84
*23.Being bullied/teased by peers	.81
*21.Not relating well with peers	.73
24.Problems in getting along with boyfriend/ girlfriend	.54

Factor 4**Physical Appearance**
(Variance 5.3%)

*27.How to dress	.82
*26.Height and weight	.66
*28.Insufficient pocket money to buy smart clothes of famous brands	.56
25.How important they are for their friends	.48
20.Interest in boyfriend/ girlfriend	.59
10.Parents object to them dating	.50

Factor 5**Study Concerns**
(Variance 4.%)

*3. Worried about tests and examinations	.81
*1. To get better grades	.66
*4. Promotion to senior forms	.74
6. Homework too difficult and too much	.49

Table E1 continued

Factor 8		Factor 9	
Learning Problems		Learning Problems	
(Variance 3.0%)		(Variance 3.1%)	
*2.Not doing well in school work	.53	*2. Not doing well in school work	.72
6.Homework too difficult and too much	.74		
5.Can't understand what teacher says in class	.67		
Factor 9		Factor 8	
Friendship		Friendship	
(Variance 2.9%)		(Variance 3.3%)	
*19.To have more friends	.84	*19.To have more friends	.58
20.Interest in boyfriend/girlfriend	.73	35.Feeling stressful	.60
Factor 10		Factor 10	
Future		Future	
(Variance 2.6%)		(Variance 2.8%)	
*30.What to do after secondary 3	.57	*30.What to do after Secondary 3	.63
40.Worried about 1997	.78		

Note: * Items common to both students and teachers
Only loadings with absolute value >0.45 are shown.

Table E2 Causes of Students' Difficulties:
Factor Structures and Loadings

Students' Perception		Teachers' Perception	
Factor 1		Factor 1	
Student Ability & Effort		Student Ability & Effort	
(Variance 20.4%)		(Variance 20.4%)	
*6. The academic standard is not good, not up to the school's expectations	.60	*6. The academic standard is not good, not up to school's expectation	.80
*5. The learning ability is not good	.60	*5. The learning ability is not good	.80
*9. Not good in memory	.66	*9. Not good in memory	.62
*7. Did not do that well in primary school	.64	*7. Did not do that well in primary school	.79
*8. Lazy and do not work hard	.63	*8. Lazy and do not work hard	.46
10. Not interested in school work	.66	14. Classmates are too noisy, affecting the learning	.56
11. Study method is not right	.61		
Factor 2		Factor 2	
School related Causes		School related Causes	
(Variance 7.7%)		(Variance 12.3%)	
*22. School rules are too strict	.84	*22. School rules are too strict	.89
*21. Teachers are too strict	.77	*21. Teachers are too strict	.75
*23. Punishment is too heavy	.77	*23. Punishment is too heavy	.86
*20. Teachers are biased against students	.62	*20. Teachers are biased against students	.61
		24. Teachers are too lax in classroom management	.49
Factor 3		Factor 3	
Family related Causes		Family related Causes	
(Variance 6.7%)		(Variance 9.0%)	
*15. Parents don't know how to talk to their children	.50	*15. Parents don't know how to talk to their children	.72
*17. Parents are too busy to be with their children or talk to them	.65	*17. Parents are too busy to be with their children or talk to them	.73
*16. Parents have problems in their marriage	.83	*16. Parents have problems in their marriage	.89
*18. Parents are separated/ divorced	.81	*18. Parents are separated/ divorced	.86

Table E2 continued

Factor 4		Factor 5	
Peer Influence		Peer Influence	
(Variance 5.2%)		(Variance 4.9%)	
*28.Needs to be trendy/ fashionable so as not to be teased by peers	.73	*28.Needs to be trendy/ fashionable so as not to be teased by peers	.75
*26.All their friends have boyfriends/girlfriends	.68	*26.All their friends have boyfriends/girlfriends	.55
27.Competition in class affecting friendship	.67	29.Influence of mass media	.70
		25.Need of friends for sharing	.61
Factor 5		Factor 8	
Generation Gap		Generation Gap	
(Variance 5.0%)		(Variance 3.5%)	
*19.Parents think differently from them	.46	*19.Parents think differently from them	.64
25.Need of friends for sharing	.56	24.Teachers are too lax in classroom management	.49
		26.All their friends have boyfriends/girlfriends	.55
Factor 6		Factor 4	
Meeting Expectations		Meeting Expectations	
(Variance 4.2%)		(Variance 5.7%)	
*12.Teachers expect too much from them	.75	*12.Teachers expect too much from them	.70
*13.Parents expect too much from them	.78	*13.Parents expect too much from them	.75
		27.Competition in class, affecting friendship	.57
		4. Lessons too easy and not challenging	.47
Factor 7		Factor 6	
Curriculum		Curriculum	
(Variance 3.9%)		(Variance 4.6%)	
*3. Using English language text books	.68	*3. Using English language text books	.61
*1. Lessons are too difficult	.73	*1. Lessons are too difficult	.78
*2. Lessons are too boring	.48	*2. Lessons are too boring	.70
Factor 8		Factor 7	
Classroom Discipline		Study Method & Interest	
(Variance 3.6%)		(Variance 4.0%)	
14.Classmates are too noisy, affecting the learning	.69	11.Study method is not right	.76
24.Teachers are too lax in classroom management	.71	10.Not interested in school work	.61

Table E3 Meaning of Guidance: Factor Structures and Loadings

Students	Loadings	Teachers	Loadings
Factor 1 Problem Solving & Developmental View (Variance 37.9%)		Factor 1 Problem Solving & Developmental View (Variance 27.8%)	
*2. Helping students to face and solve problems	.85	*2. Helping students to face and solve problems	.76
*4. Helping students' personal growth	.55	*4. Helping students' personal growth	.81
*6. Teaching students values in life	.49	*6. Teaching students values in life	.63
1. Teachers talking to students to help them feel better	.83	#8. Preventive in focus, through small group programmes to guide students	.54
Factor 2 Managing Discipline & Student Behaviour (Variance 16.1%)		Factor 2 Managing Discipline & and Student Behaviour (Variance 19.3%)	
*5. Helping teachers to maintain school rules and classroom discipline	.80	*5. Helping teachers to maintain school rules and classroom discipline	.61
*3. Correcting student misbehaviour in class and at school	.53	*3. Correcting student misbehaviour in class and at school	.77
7. For students with emotional and behavioural problems	.49	1. Teachers talking with students to help them feel better	.60
6. Teaching students values in life	.49		
		Factor 3 Remedial View (Variance 11.9%)	
		7. For students with emotional and behavioural problems	.82
		+9. A way to remediate after students' problems occur	.77

Note: + Items for Teachers' Questionnaire only
 * Items common to students and teachers
 Only loadings with absolute value >0.45 are shown.

Table E4 Guidance Roles of Teachers: Factor Structures and Loadings

Students	Loadings	Teachers	Loadings
Factor 1		Factor 1	
Teachers offering direct guidance (Variance 36.25%)		Teachers offering direct guidance (Variance 43%)	
*1. Teachers make contact with students to understand them	.78	*1. Teachers make contact with students to understand them	.86
*4. Show more concern and care to students	.71	*4. Show more concern and care to students	.84
*2. Take initiative to see individual students, and discuss their concerns with them	.70	*2. Take initiative to see individual students, and discuss their concerns with them	.74
*3. Talk to students during class periods on issues they are concerned about	.69	*3. Talk to students during class periods on issues they are concerned about	.62
*7. Not much can be offered by teachers	-.56	*7. Not much can be offered by teachers	-.62
Factor 2		Factor 2	
Referral to specialists (Variance 22.6%)		Referral to specialists (Variance 25.2%)	
*5. Refer students to see Guidance Teachers	.90	*5. Refer students to see Guidance Teachers	.94
*6. Refer students to see School Social Workers	.90	*6. Refer students to see School Social Workers	.94

Note: * Items common to students and teachers
 Only loadings with absolute value >0.45 are shown

Table E5 Helpfulness of Guidance Services:
Factor Structures and Loadings

Students	Loadings	Teachers	Loadings
Factor 1		Factor 1	
Individual Guidance		Individual Guidance	
(Variance 42.7%)		(Variance 44.3%)	
*2. Talking to Guidance Teachers	.86	*2. Talking to Guidance Teachers	.83
*3. Talking to School Social Worker	.82	*3. Talking to School Social Worker	.68
*1. Talking to tutor	.63	*1. Talking to tutor	.76
*7. Talking privately to teachers whom student knows well	.57	*7. Talking privately to teachers whom student knows well	.64
Factor 2		Factor 2	
Group Guidance		Group Guidance	
(Variance 16.7%)		(Variance 17.0%)	
*5. Having talks during form assemblies	.81	*5. Having talks during form assemblies	.80
*6. Class periods	.75	*6. Class periods	.84
*4. Taking part in group programmes	.64	*4. Taking part in group programmes	.70

Note: * Items common to students and teachers
 Only loadings with absolute value >0.45 are shown

**Table E6 Improvement of Guidance Services:
Factor Structures and Loadings**

Students	Loadings (unrotated)	Teachers	Loadings
Factor 1		Factor 1	
Teacher Participation		Teacher Participation	
(Variance 36.4%)		(Variance 43.2%)	
*5. Improve relationships with students	.48	*5. Improve relationships with students	.76
*1. Encourage teachers to talk with students about their concerns	.62	*1. Encourage teachers to talk to students about their concerns	.73
*4. Teachers guiding students during class periods in ways of dealing with problems	.61	*7. Encourage tutors to deal with students' problems	.69
*6. Enhance communication with parents	.64	*6. Enhance communication with parents	.58
2. Organize more group programmes	.65	10. Every teacher has a responsibility in identifying students with problems and taking part in guidance	.57
3. Having talks	.67	4. Teachers guide students during class periods in ways to deal with problems	.55
7. There isn't anything the school can do	-.50		
		Factor 2	
		Organization of Guidance Work	
		(Variance 8.7%)	
		2. Organize more group programmes	.79
		3. Having talks	.79
		11. Strengthen channels for case work referral	.62
		9. Strengthen collaboration and communication among functional teams in school	.62
		4. Teachers guide students during class periods in ways to deal with problems	.59
		Factor 3	
		Work Load & Training	
		(Variance 6.9%)	
		13. Lessen work load of teachers, so that they can have time for guidance work	.85
		14. Organize training for teachers, to strength their guidance techniques	.70
		12. Support of Principal for guidance	.55

Note: Only loadings with absolute value >0.45 are shown
Items 8 and 15, with loadings <0.46, were excluded

Table E7 Students' and Teachers' Perceptions:
Summary of Findings

Similarities	Divergence
STUDENTS' CONCERNS	
* 10 identical dimensions	# Order of factors
* First factor: Family related concerns	# More significant factor Students: Psychological wellbeing School related problems Teachers: Maladjusted behaviour Peer relationship problems
* Minor factors: Learning problems Friendship Future	
* Strength of agreement Consensus in 3 dimensions: Future, School related problems, Friendship	# Significant difference in 7 dimensions: Students: > Study concerns Teachers: > Physical appearance > more problems in: Learning, Family, Peer relationships, Maladjusted behaviour, Psychological wellbeing
* Top Concerns: (6 items) Study, Friendship, Stress, Appearance	# Top Concerns: (4 items) Student: Educational future, Class discipline, Heterosexual friendship Teacher: Lacking confidence, goals, Communication problems with parents, Importance for friends
* Bottom concerns: (4 items) Drug & alcohol use, Suicidal thoughts, Associating with undesirable peers	# Bottom Concerns: (6 items) Student: Peer relationships problems, Uncaring parents, Parents' marital problems, Life not meaningful Teacher: Worries about 1997, Problems with teachers, School, Boyfriend/girlfriend, Parents loving siblings more

Table E7 continued

CAUSES OF DIFFICULTIES

Similarities	Divergence
<ul style="list-style-type: none">* Both identified 8 cause components* 7 out of 8 cause components were similar* Major factors: Student ability & effort, School related causes, Family related causes* Minor factor: Curriculum	<ul style="list-style-type: none"># Order of emergence for less significant factors varied# Specific cause component: Student: Classroom discipline Teacher: Study method and interest
<ul style="list-style-type: none">* Strength of agreement: Consensus in 3 cause components: Meeting expectations, Curriculum, Classroom discipline	<ul style="list-style-type: none"># Significant difference in 6 cause components: Student: > School related causes Teacher: > Study ability and effort, Study method and interest, Family, Generation gap, Peer influence
<ul style="list-style-type: none">* Top causes: (6 items) Need for peer companionship, Media influence, Lack of effort, interest, Poor study method, Parents' different thinking	<ul style="list-style-type: none"># Top causes: (4 items) Student: Boring, difficult lessons, High parent expectation, Noisy learning environment. Teacher: Parents' lack of time and skill in communicating with children, Parental divorce, Poor academic foundation
<ul style="list-style-type: none">* Bottom causes: (4 items) Unchallenging curriculum, Peer competition, Teacher management too strict or too lax	<ul style="list-style-type: none"># Bottom causes: (6 items) Student: Parent divorce, Parent marital problems, Peer influence for having boyfriend/girlfriend, Poor standard, ability, and memory Teacher: school rules, punishment, teacher high expectation, teacher bias, difficult lesson, high parent expectation

Table E7 continued

Similarities	Divergence
SCHOOL GUIDANCE	
(1) Meaning of guidance	
* 2 identical views of guidance: Problem solving and developmental, Maintaining discipline and student behaviour	# Teacher: Remedial view of guidance
* Strength of agreement: Consensus in Managing discipline & student behaviour	# Significant difference in 2 views Student: > remedial view Teacher: > Problem solving & developmental view
* Agreement to guidance as teachers helping students to feel better, solve problems, in personal growth, involve values teaching, correcting student misbehaviour	# Top rank: Student: Guidance as problem solving, teachers talking to students Teacher: Guidance as helping students' personal growth, problem solving
* Low rank /less agreement: Guidance for students with emotional and behaviour problems, maintaining discipline	# Student: High ranking to teachers talking to students than values teaching Teacher: High ranking to values teaching than talking to students
(2) Teachers' guidance roles	
* 2 identical factors	# None
* Agreement to teachers offering direct guidance	# Significant difference in strength Teacher: > teachers offering direct guidance and referral to specialists.
* Top ranking items: Show care & concerns, teacher making contact	# Guidance during class periods Student: 3rd rank Teacher: 4th rank
* Low ranking items: to Referral to specialist, no contribution from teachers	# Teacher initiating guidance Student: 4th rank Teacher: 3rd rank

Table E7 continued

Similarities	Divergence
(3) Guidance activities	
* 2 identical factors	
* Agreement to individual guidance	# Student: ambivalent about group guidance # Significant differences: Teacher: > individual guidance, group guidance
* Top ranking item: Talking to teachers whom students know well	# Talking to School Social Worker Student: 2nd rank Teacher: 4th rank
* Low rank items: Group guidance activities	# Talking to tutor Student: 4th rank Teacher: 2nd rank
(4) School improvement of guidance	
* 1 similar factor	# Teacher: 2 additional factors
* Agreement to schools' contribution	# Significant differences in strength of agreement in all items Teacher: > more agreement to 6 items for improvement. > more positive about school's contribution.
* Top ranking items: Improving teacher student relationship, individual teacher guidance	# Improving class periods Student: 3rd rank Teacher: 6th rank
* Low ranking items: Talks	# Enhancing communication with parents Student: 4th rank Teacher: 1st rank

Note: * Similarities
Divergences
> Gave more agreement to

PERSONAL CONCERNS EXPERIENCED BY STUDENTS: STUDENTS' AND TUTORS' PERCEPTIONS

Table E8 Students' Personal Concerns: Students' and Tutors' Factor Structures and Loadings

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 1		Factor 7	
Family related Concerns		Family related Concerns	
(Variance 18.2%)		(Variance 4.4%)	
*7. Not relating well with parents	.79	*7. Not relating well with parents	.82
*13. Difficult to communicate with parents	.73	*13. Difficult to communicate with parents	.58
*9. Parents themselves have poor relationship	.68	*9. Parents themselves have poor relationship	
*8. Parents are too strict with me	.49	*8. Parents are too strict with them	.70
11. Parents are not caring	.58		
12. Parents love the siblings more	.74		
	.60		
Factor 2		Factor 1	
Psychological Wellbeing		Psychological Wellbeing	
(Variance 6.9%)		(Variance 24.9%)	
*31. Don't know goals in life	.72	*31. Don't know goals in life	.86
*34. Feeling life not meaningful	.70	*34. Feeling life not meaningful	.57
*32. Don't know why to study at school	.59	*32. Don't know why to study at school	.81
*29. Not confident of myself	.48	*29. Not confident of themselves	.68
36. Thinking of ending my life	.54	18. Punished by teachers with demerits	.72
33. Feeling depressed	.64		
35. Feeling stressful	.47		
Factor 3		Factor 5	
School related Problems		School related Problems	
(Variance 5.5%)		(Variance 5.3%)	
*17. Feeling resistant against school	.66	*17. Feeling resistant against school	.55
*14. Not relating well with teachers	.65	*14. Not relating well with teachers	.81
15. Difficulties in following school rules	.73	16. Poor class discipline	.51
18. Punished by teachers because of misbehaviour	.62	36. Thinking of ending their life	.48

Table E8 continued

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 4		Factor 3	
Peer Relationship Problems		Peer Relationship Problems	
(Variance 4.8%)		(Variance 6.9%)	
*22. Being isolated by peers	.82	*22. Being isolated by peers	.81
*23. Being bullied	.77	*23. Being bullied /teased	.82
		by peers	
*21. Not relating well	.76	*21. Not relating well	.73
with peers		with peers	
		24. Problems in getting	.63
		along with boyfriend	
		/girlfriend	
Factor 5		Factor 2	
Maladjusted Behaviour		Maladjusted Behaviour &	
		Physical Appearance	
(Variance 4.0%)		(Variance 9.9%)	
*39. Using drugs, cough syrup	.78	*39. Using drugs, cough syrup	.76
*38. Drinking alcohol	.76	*38. Drinking alcohol	.68
*37. Associating with	.74	*37. Associating with	.82
undesirable peers		undesirable peers	
outside school		outside school	
Factor 7			
Physical Appearance			
(Variance 3.4%)			
*27. How to dress	.80	*27. How to dress	.61
*28. Insufficient pocket	.55	*28. Insufficient pocket	.69
money to buy smart		money to buy smart	
clothes of famous		clothes of famous	
brands		brands	
26. My height and weight	.75		
Factor 6		Factor 9	
Educational future		Educational future	
(Variance 3.8%)		(Variance 3.6%)	
*4. Promotion to senior	.76	*4. Promotion to senior	.81
forms		forms	
*30. What to do after	.55	*30. What to do after	.61
Secondary 3		Secondary 3	
3. Worried about tests	.68		
and examinations			

Table E8 continued

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 8		Factor 6	
Friendship		Friendship	
(Variance 3.0%)		& Conflicts with parents	
		(Variance 4.8%)	
*19. To have more friends	.76	*19. To have more friends	.71
*20. Interest in having	.65	*20. Interest in having	.62
boyfriend/girlfriend		boyfriend/girlfriend	
		10. Parents object to	.79
		them dating	
		12. Parents love the	.52
		siblings more	
Factor 9		Factor 4	
Dating & Political future		Stress and Worries	
(Variance 2.7%)		(Variance 6.3%)	
40. Worried about 1997	.49	35. Feeling stressful	.72
10. Parents object to me	.57	6. Homework too difficult	.67
dating		and too much	
		26. Their height and	.65
		weight	
		3. Worried about tests	.53
		and examinations	
		40. Worried about 1997	.54
		25. How important they	.50
		are for their friends	
		Factor 8	
		Academic performance	
		(Variance 3.6%)	
		2. Not doing well in	.83
		school work	
		1. To get better grades	.67

Note: * Items shared by students and Tutors
Only loadings with absolute value >0.45 are shown
Students' Items 1,2,5,6,16,24,25, and Tutors' Items 11 and 33,
with loadings <0.46, were excluded

**Table E9 Students' Personal Difficulties: Students' and
Tutors' Factor Structures and Loadings**

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 1 School related Causes (Variance 18.6%)		Factor 3 School related Causes (Variance 8.2%)	
*22. School rules are too strict	.80	*22. School rules are too strict	.80
*21. Teachers are too strict	.77	*21. Teachers are too strict	.86
*23. Punishment is too heavy	.74	*23. Punishment is too heavy	.63
*20. Teachers are biased against my class	.68	*20. Teachers are biased against students	.53
2. Lessons are too boring	.52		
Factor 2 Student ability & Effort (Variance 7.6%)		Factor 6 Student effort & Study method (Variance 5.1%)	
*8. I am lazy and do not work hard enough	.58	*8. Lazy and do not work hard enough	.76
*11. My study method is not right	.55	*11. Study method is not right	.76
*10. I am not interested in school work	.48	*10. Not interested in school work	.46
5. My learning ability is not good	.71		
6. My academic standard is not good, not up to the school's expectations	.72		
9. I am not good at remembering things	.64		
7. I did not do that well in primary school	.64		
Factor 3 Family related Causes (Variance 6.8%)		Factor 2 Family related & Student Ability related Causes (Variance 9.3%)	
*15. Parents don't know how to talk to me	.68	*15. Parents don't know to talk to their children	.81
*19. Parent's think differently from me	.68	*19. Parent's think differently from them	.54
17. Parents are too busy to be with me or talk to me	.61	7. Poor foundation in primary school	.49
25. Need of friends for sharing	.53	9. Poor memory	.49
		23. Punishment is too heavy	.48

Table E9 continued

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 4		Factor 9	
Peer Influence		Peer Influence	
(Variance 5.5%)		(Variance 4.0%)	
*26. All my friends have boyfriends/girlfriends	.71	*26. All their friends have boyfriends/girlfriends	.56
*27. Competition in class affecting friendship	.66	*27. Competition in class affecting friendship	.76
28. Need to be trendy/fashionable so as not to be teased by peers	.72	25. Need of friends for sharing	.62
Factor 5		Factor 1	
Parental Marital Problems		Parental Marital Problems	
(Variance 4.9%)		(Variance 23.7%)	
*18. Parents are separated/divorced	.86	*18. Parents are separated/divorced	.84
*16. Parents have problems in their marriage	.84	*16. Parents have problems in their marriage	.90
		17. Parents are too busy to be with their children or talk to them	.67
Factor 6		Factor 5	
Meeting Expectations		Meeting Expectations	
(Variance 4.5%)		(Variance 6.1%)	
*12. Teachers expect too much from me	.78	*12. Teachers expect too much	.76
*13. Parents expect too much from me	.75	*13. Parents expect too much	.76
Factor 7		Factor 8	
Curriculum		Curriculum	
(Variance 4.1%)		(Variance 4.2%)	
*1. Lessons are too difficult	.59	*1. Lessons are too difficult	.73
3. Using English language textbooks	.59	2. Lessons are too boring	.84
4. Lessons too easy and not challenging	-.61		
Factor 8		Factor 4	
Classroom Discipline		Classroom Discipline	
(Variance 3.6%)		(Variance 7.0%)	
*14. Classmates are too noisy, affecting my learning	.72	*14. Classmates are too noisy, affecting their learning	.66
*24. Teachers are too lax in classroom management	.70	*24. Teachers are too lax in classroom management	.72
		6. Their academic standard is not good	.60

Table E9 continued

Students' Perception	Loadings	Tutors' Perception	Loadings
Factor 7			
Media Influence			
(Variance 4.7%)			
		29. Influence of mass media	.75
		5. Their learning ability is not good	.55
		4. Lessons too easy and not challenging	.46

Note: * Items shared by Students and Tutors
Only loadings with absolute value >0.45 are shown
Students' Item 29, Tutors' Items 3, 28, with factor loadings <0.46, were excluded

**Table E10 Students' and Tutors' Perceptions:
Summary of Findings**

Similarities	Divergence
Factor Structure	
(1) Personal concerns of students	
* 5 out of 9 dimensions in common	# Order of factors different # Significant factors Student: family related concerns psychological wellbeing school related problems Tutor: psychological wellbeing maladjusted behaviour & physical appearance peer relationships problems # Factor composition: Student: maladjusted behaviour, physical appearance, and friendship as 3 independent factors Tutors: maladjusted behaviour & physical appearance, and friendship & conflicts with parents, as 2 independent factors # Specific factors: Student: dating & political future Tutor: stress & worries, academic performance
(2) Causes of difficulties	
* 6 cause components in common	# Order of emergence of factor varied # More significant factor: Student: School related causes Student ability & effort Family related causes Tutor: Parental marital problems Family related & student ability related causes School related causes # Less significant factor: Student: Classroom discipline Tutor: Peer influence # Factor composition: Student: Family related causes as single factor Tutor: Family related & student ability related causes as single factor # Specific cause component: Student: Student ability & effort Tutor : Student effort & study method Media influence

Table E10 continued

Strength of agreement

(1) Students' Personal Concern

- | | |
|-------------------------------------|---|
| * Consensus in 2 concern dimensions | # Significant difference in 5 dimensions
Student: > study concerns & future
Tutor: > problems in family, with peers, in psychological wellbeing, maladjusted behaviour. |
|-------------------------------------|---|

(2) Causes of students' personal difficulties

- | | |
|-----------------------------------|--|
| * consensus in 5 cause components | # Significant difference in 3 cause component
Student: > school related causes
Tutor: > parental marital problems peer influences, family related causes |
|-----------------------------------|--|

Ranking of Top and Bottom Ten Concerns and Causes

- | | |
|---|---|
| * Top Concerns: (7 items)
study, friendship, stress, appearance | # Top Concerns: (3 items)
Student: educational future, promotion, class discipline
Tutor: lacking confidence, goals, poor school performance |
| * Bottom concerns: (5 items)
Drug & alcohol use, suicidal thought, life not meaningful, uncaring parents | # Bottom Concerns: (5 items)
Student: relationships problems with peers, parents, acquaintance with undesirable peers
Tutor: problems with teachers, school, parent strict handling, worries about 1997. |
| * Top causes: (6 items)
Needs for peer companionship, lack of effort, interest, poor study method, poor foundation parent different thinking | # Top causes: (4 items)
Student: Boring, ability, High parent expectation, heavy punishment
Tutor: Media influence, parents lack of time and skill in communicating with children, parental divorce |
| * Bottom causes: (3 items)
Unchallenging curriculum, peer competition, high teacher expectation | # Bottom causes: (7 items)
Student: Parent divorce, parent marital problems, parent lack of time and skill in communication with children, conforming to peer values, teacher bias
Tutor: school rules, punishment, teacher high expectation, teacher bias, teacher management, difficult lessons, students' poor memory. |

APPENDIX F

EFFECT OF SCHOOL AND PERSONAL CHARACTERISTICS

Table F1 Means and SD of Four Student Groups
in Dimensions with Significant Interaction

Focus	Top Band Mean (SD)	Low Band Mean (SD)
Dimensions of Concern: Students' Perception		
Psychological wellbeing		
PAB	3.27 (0.79)	3.10 (0.88)
REM	3.10 (0.79)	3.22 (0.78)
TPAB v. LPAB	t(1285) = 3.51**	
TREM v. LREM	t(551) = -1.74	
TPAB v. TREM	t(1136) = 2.87*	
LPAB v. LREM	t(700) = -1.98	
School related problems		
PAB	3.19 (0.69)	2.79 (0.74)
REM	2.95 (0.76)	2.85 (0.71)
TPAB v. LPAB	t(1277) = 9.14**	
TREM v. LREM	t(551) = 1.60	
TPAB v. TREM	t(1134) = 4.44**	
LPAB v. LREM	t(694) = -1.06	
Maladjusted behaviour		
PAB	3.95 (0.79)	3.57 (0.93)
REM	3.63 (0.86)	3.69 (0.83)
TPAB v. LPAB	t(1277) = 7.21**	
TREM v. LREM	t(548) = -0.80	
TPAB v. TREM	t(1132) = 5.06**	
LPAB v. LREM	t(693) = -1.79	
Peer relationship problems		
PAB	3.47 (0.81)	3.43 (0.92)
REM	3.29 (0.89)	3.50 (0.80)
TPAB v. LPAB	t(1283) = 0.81	
TREM v. LREM	t(555) = -2.72*	
TPAB v. TREM	t(1138) = 2.68*	
LPAB v. LREM	t(700) = -1.10	
Future		
PAB	2.80 (1.06)	2.44 (1.06)
REM	2.71 (1.07)	2.67 (0.99)
TPAB v. LPAB	t(1285) = 5.29**	
TREM v. LREM	t(556) = 0.43	
TPAB v. TREM	t(1138) = 1.04	
LPAB v. LREM	t(701) = -2.93*	

Table F1 continued

Focus	Top Band Mean (SD)	Low Band Mean (SD)
Cause Components: Students' Perception		
Student ability & effort		
PAB	3.19 (0.65)	2.74 (0.68)
REM	3.02 (0.72)	3.03 (0.67)
TPAB v. LPAB	t(1274) = 10.86**	
TREM v. LREM	t(549) = -0.18	
TPAB v. TREM	t(1125) = 3.33*	
LPAB v. LREM	t(698) = -5.61**	
Classroom discipline		
PAB	3.14 (0.82)	2.80 (0.84)
REM	2.99 (0.84)	2.94 (0.76)
TPAB v. LPAB	t(1279) = 6.41**	
TREM v. LREM	t(548) = 0.75	
TPAB v. TREM	t(1135) = 2.30	
LPAB v. LREM	t(692) = -2.22	
Study method & interest		
PAB	2.85 (0.77)	2.62 (0.76)
REM	2.78 (0.82)	2.80 (0.76)
TPAB v. LPAB	t(1281) = 4.62**	
TREM v. LREM	t(556) = -0.41	
TPAB v. TREM	t(1133) = 1.77	
LPAB v. LREM	t(699) = -3.13*	
School Guidance: Students' Perception		
Managing discipline & student behaviour		
PAB	2.76 (0.76)	2.63 (0.83)
REM	2.47 (0.85)	2.64 (0.70)
TPAB v. LPAB	t(1281) = 2.70*	
TREM v. LREM	t(550) = -2.53	
TPAB v. TREM	t(1130) = 4.78**	
LPAB v. LREM	T(698) = -0.22	
Referral to Specialists		
PAB	3.14 (0.95)	2.89 (0.98)
REM	2.92 (1.04)	2.96 (0.88)
TPAB v. LPAB	t(1273) = 3.93*	
TREM v. LREM	t(551) = -0.44	
TPAB v. TREM	t(1135) = 2.82*	
LPAB v. LREM	t(689) = -0.90	
Having Talks		
PAB	2.89 (1.05)	2.64 (1.14)
REM	2.64 (1.13)	2.72 (1.06)
TPAB v. LPAB	t(1282) = 3.65**	
TREM v. LREM	t(551) = -0.84	
TPAB v. TREM	t(1137) = 2.98*	
LPAB v. LREM	t(700) = -0.97	

Table F1 continued

Note: Top Band PAB(TPAB)N=937 Top Band REM(TREM) N=204
 Low Band PAB(LPAB)N=352 Low Band REM(LREM) N=355
 Pre & Both = Preventive, and Both Preventive & Remedial
 REM = Remedial
 Lower scores indicate more agreement.
 * $p < 0.01$ ** $p < 0.001$

Table F2 Students' Perception: Dimensions and Cause Component with Significant Interaction - Banding Difference

	B1	B2	B4	B5	Group difference
Dimensions of Concern:					
Psychological wellbeing	3.28 (0.79)	3.18 (0.78)	3.22 (0.78)	3.09 (0.88)	B1 v. B5*
School related problems	3.19 (0.71)	3.08 (0.71)	2.84 (0.71)	2.78 (0.74)	B1 v. B5** B1 v. B4** B2 v. B5** B2 v. B4**
Peer relationship problems	3.44 (0.83)	3.43 (0.84)	3.49 (0.79)	3.42 (0.92)	NS
Maladjusted behaviour	3.95 (1.80)	3.81 (0.83)	3.69 (0.83)	3.57 (0.93)	B1 v. B5** B1 v. B4** B2 v. B5*
Future	2.75 (1.08)	2.82 (1.01)	2.67 (0.99)	2.44 (1.06)	B1 v. B5** B2 v. B5**
Cause Components:					
Student ability & effort	3.19 (0.66)	3.09 (0.66)	3.02 (0.67)	2.74 (0.68)	B1 v. B5** B1 v. B4* B2 v. B5** B4 v. B5**
Classroom discipline	3.14 (0.82)	3.06 (0.82)	2.94 (0.76)	2.80 (0.92)	B1 v. B5** B1 v. B4* B2 v. B5**
Study method & interest	2.86 (0.78)	2.78 (0.76)	2.80 (0.76)	2.62 (0.76)	B1 v. B5**
School Guidance					
Managing discipline & student behaviour	2.73 (0.77)	2.68 (0.81)	2.64 (0.70)	2.63 (0.83)	NS
Referral to specialists	3.17 (0.95)	2.98 (0.99)	2.96 (0.88)	2.89 (0.98)	B1 v. B5**
Having talks	2.86 (1.04)	2.80 (1.11)	2.72 (1.05)	2.64 (1.14)	NS

Note: Lower scores indicate more agreement.
 * Scheffe Tests significant group difference at $p=0.01$.
 ** Scheffe Tests significant group difference at $p=0.001$.
 B1 = Band 1 B2 = Band 2 B3 = Band 3 B4 = Band 4

Table F3 Students' Perception: Dimensions and Cause Component with Significant Interaction - Individual School Difference

	LPAB			TPAB			
	S3	S6	S1	S4	S5	S7	Group Difference
Dimensions of Concern							
Psychological wellbeing	3.11 (0.88)	3.08 (0.88)	3.27 (0.74)	3.38 (0.79)	3.25 (0.76)	3.19 (0.86)	NS
School related problems	2.97 (0.74)	2.58 (0.68)	3.13 (0.69)	3.36 (0.69)	3.20 (0.63)	3.05 (0.71)	S6 v S7 ** S6 v S1 ** S6 v S5 ** S6 v S4 **
Peer relation-ship problems	3.54 (0.86)	3.29 (0.95)	3.42 (0.79)	3.51 (0.84)	3.54 (0.77)	3.38 (0.85)	NS
Maladjusted behaviour	3.67 (0.95)	3.45 (0.89)	3.83 (0.84)	4.01 (0.75)	3.95 (0.77)	4.01 (0.80)	S6 v S5 ** S6 v S7 ** S6 v S4 **
Future	2.37 (1.06)	2.51 (1.07)	2.70 (1.06)	2.73 (1.10)	2.92 (0.97)	2.83 (1.10)	S3 v S5 *
Cause Components							
Student ability & effort	2.74 (0.72)	2.73 (0.63)	3.19 (0.64)	3.32 (0.66)	3.16 (0.59)	3.06 (0.66)	S6 v S1 ** S6 v S4 ** S6 v S5 ** S6 c S7 ** S3 v S1 ** S3 v S4 ** S3 v S5 ** S3 c S7 **
Classroom discipline	3.07 (0.78)	2.49 (0.95)	3.09 (0.77)	3.11 (0.81)	3.11 (0.80)	3.25 (0.88)	S6 v S1 ** S6 v S4 ** S6 v S5 ** S6 c S7 **
Study method & interest	2.65 (0.73)	2.59 (0.79)	2.86 (0.79)	2.96 (0.78)	2.79 (0.72)	2.76 (0.78)	S6 v S4 * S3 v S4 *
School Guidance							
Managing discipline & student behaviour	2.57 (0.69)	2.69 (0.95)	2.71 (0.71)	2.69 (0.80)	2.86 (0.73)	2.77 (0.79)	NS
Referral to specialists	2.88 (0.86)	2.91 (1.09)	3.11 (0.96)	3.18 (0.94)	3.03 (0.96)	3.22 (0.93)	NS
Having talks	2.54 (0.97)	2.75 (1.29)	2.88 (1.04)	2.85 (1.01)	2.94 (1.06)	2.86 (1.08)	NS

Table F3 continued

	TREM S10	S1	TPAB S4	S5	S7	
Dimensions of Concern						
Psychological wellbeing	3.10 (0.79)	3.27 (0.74)	3.38 (0.79)	3.25 (0.76)	3.19 (0.86)	NS
School related problems	2.94 (0.76)	3.13 (0.69)	3.36 (0.69)	3.20 (0.63)	3.05 (0.71)	S10 v S4 **
Peer relation-ship problems	3.29 (0.86)	3.42 (0.79)	3.51 (0.84)	3.54 (0.77)	3.38 (0.85)	NS
Maladjusted behaviour	3.65 (0.85)	3.83 (0.84)	4.01 (0.75)	3.95 (0.77)	4.01 (0.80)	S10 v S4 *
Future	2.71 (1.06)	2.70 (1.06)	2.73 (1.10)	2.92 (0.97)	2.83 (1.10)	NS
Cause Components						
Student ability & effort	3.02 (0.72)	3.19 (0.64)	3.32 (0.66)	3.16 (0.59)	3.06 (0.66)	S10 v S4 *
Classroom discipline	2.99 (0.84)	3.09 (0.77)	3.11 (0.81)	3.11 (0.80)	3.25 (0.88)	NS
Study method & interest	2.77 (0.81)	2.86 (0.79)	2.96 (0.78)	2.79 (0.72)	2.76 (0.78)	NS
School Guidance						
Managing discipline & student behaviour	2.47 (0.85)	2.71 (0.71)	2.69 (0.80)	2.86 (0.73)	2.77 (0.79)	S10 v S5 **
Referral to specialists	2.92 (1.04)	3.11 (0.96)	3.18 (0.94)	3.03 (0.96)	3.22 (0.93)	NS
Having talks	2.64 (1.13)	2.88 (1.04)	2.85 (1.01)	2.94 (1.06)	2.86 (1.08)	NS

Table F3 continued

	TREM S10	LREM S8	S9	Group Difference
Dimensions of Concern				
Psychological wellbeing	3.10 (0.79)	3.19 (0.81)	3.24 (0.75)	NS
School related problems	2.94 (0.76)	2.89 (0.74)	2.80 (0.68)	NS
Peer relationship problems	3.29 (0.86)	3.50 (0.79)	3.49 (0.80)	NS
Maladjusted behaviour	3.65 (0.85)	3.68 (0.88)	3.69 (0.77)	NS
Future	2.71 (1.06)	2.53 (1.00)	2.78 (0.98)	NS
Cause Components				
Student ability & effort	3.02 (0.72)	3.03 (0.69)	3.02 (0.65)	NS
Classroom discipline	2.99 (0.84)	3.06 (0.76)	2.83 (0.74)	NS
Study method & interest	2.77 (0.81)	2.84 (0.71)	2.76 (0.80)	NS
School Guidance				
Managing discipline & student behaviour	2.47 (0.85)	2.68 (0.69)	2.60 (0.71)	NS
Referral to specialists	2.92 (1.04)	3.07 (0.88)	2.86 (0.86)	NS
Having talks	2.64 (1.13)	2.63 (1.07)	2.79 (1.03)	NS

Table F3 continued

	LPAB		LREM		Group Difference
	S3	S6	S8	S9	
Dimensions of Concern					
Psychological wellbeing	3.11 (0.88)	3.08 (0.88)	3.19 (0.81)	3.24 (0.75)	NS
School related problems	2.97 (0.74)	2.58 (0.68)	2.89 (0.74)	2.80 (0.68)	NS
Peer relation-ship problems	3.54 (0.86)	3.29 (0.95)	3.50 (0.79)	3.49 (0.80)	NS
Maladjusted behaviour	3.67 (0.95)	3.45 (0.89)	3.68 (0.88)	3.69 (0.77)	NS
Future	2.37 (1.06)	2.51 (1.07)	2.53 (1.00)	2.78 (0.98)	NS
Cause Components					
Student ability & effort	2.74 (0.72)	2.73 (0.63)	3.03 (0.69)	3.02 (0.65)	NS
Classroom discipline	3.07 (0.78)	2.49 (0.95)	3.06 (0.76)	2.83 (0.74)	NS
Study method & interest	2.65 (0.73)	2.59 (0.79)	2.84 (0.71)	2.76 (0.80)	NS
School Guidance					
Managing discipline & student behaviour	2.57 (0.69)	2.69 (0.95)	2.68 (0.69)	2.60 (0.71)	NS
Referral to specialists	2.88 (0.86)	2.91 (1.09)	3.07 (0.88)	2.86 (0.86)	NS
Having talks	2.54 (0.97)	2.75 (1.29)	2.63 (1.07)	2.79 (1.03)	NS

Note: Lower scores indicate more agreement.

* Scheffe Tests significant group difference at $p=0.01$.

** Scheffe Tests significant group difference at $p=0.001$.

S School

TPAB = Top Band PAB schools (S1 S4 S5 S7)

LPAB = Low Band PAB schools (S3 S6)

TREM = Top Band REM school (S10)

LREM = Low Band REM schools (S8, S9)

Table F4 Means and SD of Four Teacher Groups in Dimension and Cause Component with Significant Interaction

Focus	Top Band Mean (SD)	Low Band Mean (SD)
Dimension of Concern: Teachers' Perception		
Study concerns		
PAB	2.06 (0.60)	2.93 (0.82)
REM	2.61 (0.80)	2.71 (0.81)
TPAB v. LPAB	t(116) = -5.62**	
TREM v. LREM	t(63) = 0.71	
TPAB v. TREM	t(109) = -3.09*	
LPAB v. LREM	t(70) = 1.06	

Cause component: Teachers' Perception

Student ability & effort		
PAB	3.19 (0.78)	2.08 (0.45)
REM	2.41 (0.63)	2.03 (0.52)
TPAB v. LPAB	t(117) = 6.38**	
TREM v. LREM	t(62) = 2.35	
TPAB v. TREM	t(110) = 3.65**	
LPAB v. LREM	t(69) = 0.38	

Note: Pre & Both = Preventive,
and Both Preventive & Remedial
REM = Remedial
Lower scores indicate more agreement.
* p<0.01 ** p<0.001

Table F5 Teachers' Perception: Cause Component with Significant Interaction - Banding Difference

	B1	B2	B4	B5	Group difference
Study concern	2.11 (0.60)	2.18 (0.77)	2.71 (0.81)	2.93 (0.82)	B1 v. B5** B1 v. B4** B2 v. B5*
Student ability & effort	3.33 (0.71)	2.52 (0.70)	2.03 (0.52)	2.08 (0.45)	B1 v. B5** B1 v. B4** B1 v. B2** B2 v. B4*

Note: Lower scores indicate more agreement.
* Scheffe Tests significant group difference at p=0.01.
** Scheffe Tests significant group difference at p=0.001.
B1 = Band 1 B2 = Band 2 B3 = Band 3 B4 = Band 4

Table F6 Teachers' Perception: Cause Component with Significant Interaction - Individual School Difference

	LPAB		S1	TPAB		S7	Group Difference
	S3	S6		S4	S5		
Study concerns	3.09 (0.59)	2.85 (0.70)	2.00 (0.59)	2.17 (0.69)	1.85 (0.59)	2.85 (0.52)	NS
Student ability & effort	2.05 (0.38)	2.10 (0.51)	3.42 (0.73)	3.54 (0.77)	2.61 (0.76)	3.04 (0.57)	S6 v S1 **
							S6 v S4 **
							S3 v S1 **
							S3 v S4 **
	TREM		S1	TPAB		S7	Group Difference
	S10			S4	S5		
Study concerns	2.61 (0.80)	2.00 (0.59)		2.17 (0.69)	1.85 (0.59)	2.16 (0.52)	NS
Student ability & effort	2.05 (0.38)	3.42 (0.73)		3.54 (0.77)	2.61 (0.76)	3.04 (0.57)	S10 v S1 *
							S10 v S4 **
	TREM	LREM		S9	Group Difference		
	S10	S8					
Study Concerns	2.62 (0.80)	2.81 (0.75)	2.64 (0.86)		NS		
Student ability & effort	2.41 (0.63)	1.97 (0.56)	2.06 (0.51)		NS		
	LPAB		S8	LREM		S9	Group Difference
	S3	S6		S8	S9		
Study concerns	3.09 (1.06)	2.85 (0.70)		2.80 (0.75)	2.64 (0.86)		NS
Student ability & effort	2.05 (0.38)	2.10 (0.51)		1.97 (0.56)	2.06 (0.51)		NS

Note: Lower scores indicate more agreement.
* Scheffe Tests significant group difference at p=0.01.
** Scheffe Tests significant group difference at p=0.001.
S School
TPAB = Top Band PAB schools (S1 S4 S5 S7)
LPAB = Low Band PAB schools (S3 S6)
TREM = Top Band REM school (S10)
LREM = Low Band REM schools (S8, S9)

Table F7 Students' Concerns: Effects of Streaming

	Students		t	Teachers		t
	HA Class (SD) [N=834]	LA Class (SD) [N=660]		Stream (SD) [N=162]	Not Stream (SD) [N=52]	
Family related concerns	3.25 (0.69)	3.27 (0.74)	NS	2.73 (0.59)	2.78 (0.61)	NS
Psychological wellbeing	3.21 (0.75)	3.13 (0.75)	NS	2.34 (0.70)	2.67 (0.85)	-2.83* (208)
School related problems	2.99 (0.74)	2.94 (0.72)	NS	2.86 (0.61)	3.42 (0.65)	-5.66** (206)
Maladjusted behaviour	3.76 (0.85)	3.68 (0.88)	NS	3.28 (0.64)	3.74 (0.68)	-4.40** (209)
Peer relationship problems	3.42 (0.88)	3.48 (0.79)	NS	2.66 (0.78)	2.68 (0.89)	NS
Physical appearance	2.62 (0.84)	2.68 (0.84)	NS	2.30 (0.66)	2.32 (0.61)	NS
Study concerns	2.09 (0.69)	2.06 (0.75)	NS	2.55 (0.82)	2.08 (0.64)	3.78 * (206)
Learning problems	2.95 (0.94)	2.92 (0.98)	NS	2.36 (0.95)	2.52 (1.09)	NS
Friendship	2.14 (0.79)	2.09 (0.83)	NS	2.24 (0.71)	2.21 (0.64)	NS
Future	2.75 (1.03)	2.68 (1.07)	NS	3.02 (0.96)	2.53 (1.05)	3.10 * (209)

Note: * $p < 0.01$ ** $p < 0.001$ NS Non-significant
 Lower scores indicate more agreement.
 HA = High achieving classes
 LA = Low achieving classes

Table F8 Causes of Students' Difficulties: Effects of Streaming

Cause component	Students		t value (df)	Teachers		t value (df)
	HA Class (SD) [N=834]	LA Class (SD) [N=660]		Stream (SD) [N=137]	Not Stream (SD) [N=52]	
Student ability & effort	3.07 (0.68)	2.93 (0.69)	3.56 ** (1479)	2.35 (0.67)	3.48 (0.75)	-10.24 ** (206)
School related causes	2.96 (0.81)	2.96 (0.84)	NS	3.62 (0.69)	3.59 (0.72)	NS
Family related causes	3.25 (0.73)	3.29 (0.73)	NS	2.34 (0.68)	2.31 (0.59)	NS
Peer influence	3.21 (0.92)	3.22 (0.94)	NS	2.73 (0.74)	2.87 (0.87)	NS
Generation gap	2.62 (0.96)	2.76 (0.98)	-2.66 * (1491)	2.36 (0.74)	2.31 (0.73)	NS
Meeting expectations	2.89 (0.80)	2.99 (0.83)	NS	3.25 (0.78)	2.50 (0.71)	6.12 ** (207)
Curriculum	2.81 (0.69)	2.75 (0.78)	NS	2.83 (0.77)	2.69 (0.70)	NS
Classroom Discipline	2.97 (0.84)	3.00 (0.83)	NS	2.92 (0.74)	3.36 (0.85)	-3.54 ** (208)
Study method & interest	2.77 (0.76)	2.78 (0.77)	NS	2.09 (0.67)	2.58 (0.74)	-4.48 ** (208)

Note: * $p < 0.01$ ** $p < 0.001$ NS Non significant
 Lower scores indicate more agreement.
 HA = High achieving classes
 LA = Low achieving classes

Table F9 School Guidance: Effects of Streaming

Views of Guidance	Students		t value (df)	Teachers		t value (df)
	HA	LA		Stream	Not	
	Class	Class			Stream	
	(SD)	(SD)		(SD)	(SD)	
	[N=834]	[N=660]		[N=204]	[N=63]	
<hr/>						
Views of Guidance						
Problem solving & developmental view	2.31 (0.64)	2.28 (0.69)	NS	1.80 (0.46)	1.74 (0.52)	NS
Managing discipline & student behaviour	2.68 (0.72)	2.58 (0.76)	NS	2.63 (0.69)	2.74 (0.63)	NS
Remedial view	2.62 (1.12)	2.67 (1.10)	NS	2.92 (1.13)	3.11 (1.11)	NS
Guidance Roles of Teachers						
Teachers offering direct guidance	2.52 (0.50)	2.57 (0.54)	NS	2.27 (0.36)	2.24 (0.37)	NS
Referral to specialists	3.04 (0.94)	2.97 (0.94)	NS	2.24 (0.71)	2.25 (0.58)	NS
Helpfulness of Guidance Services						
Individual guidance	2.56 (0.75)	2.64 (0.79)	NS	1.92 (0.46)	1.83 (0.43)	NS
Group guidance	3.16 (0.83)	3.14 (0.86)	NS	2.35 (0.65)	2.34 (0.64)	NS

Note: * $p < 0.01$ ** $p < 0.001$ NS Non-significant
For Views of Guidance and Guidance Roles of Teachers:
1 'Strongly Agree' 5 'Strongly Disagree'
For Guidance activities:
1 'Very helpful' 5 'Not helpful at all'
HA = High achieving classes
LA = Low achieving classes

Table F10 Teachers' Perception of Improvement of School Guidance Services: Effect of Streaming

Factor	Stream	Not Stream	t value (d.f.)
	[N=204] Mean (SD)	[N=63] Mean (SD)	
Teacher participation	1.93 (0.53)	1.86 (0.53)	NS
Organization of Guidance Work	1.99 (0.53)	1.87 (0.50)	NS
Work Load & Training	1.54 (0.48)	1.53 (0.48)	NS

Note: * $p<0.01$ ** $p<0.001$ NS Non-significant
Lower scores indicate more agreement.

Table F11 Students' Perception of Improvement of School Guidance Services: Gender and Age Effects

	Gender		Age		F		
	Male N(981)	Female (1054)	11-14yr (1581)	=<15 yr (455)	Gender	Age	Inter- action
Encourage teachers to talk with students about their concerns	2.37 (1.05)	2.26 (0.94)	2.33 (1.00)	2.26 (0.96)	5.47	1.50	1.28
Organize more group programmes	2.72 (1.09)	2.67 (1.03)	2.71 (1.07)	2.65 (1.03)	1.05	0.75	1.11
Having talks	2.76 (1.10)	2.80 (1.05)	2.82 (1.08)	2.67 (1.03)	0.48	6.61	3.07
Teachers guiding students during class periods in ways of dealing with problems	2.57 (1.02)	2.53 (0.92)	2.56 (0.96)	2.55 (0.99)	0.25	0.07	7.82*
Improve relationships with students	2.21 (0.94)	2.15 (0.82)	2.18 (0.88)	2.16 (0.88)	2.19	0.43	0.94
Enhance communication with parents	2.59 (1.09)	2.56 (1.03)	2.59 (1.06)	2.54 (1.04)	0.37	0.98	5.24
There isn't any thing the school can do	3.57 (1.16)	3.64 (1.12)	3.63 (1.13)	3.56 (1.18)	1.56	0.84	1.61

Note: * $p<0.01$ ** $p<0.001$ NS Non-significant
Lower scores indicate more agreement
df ranges from 1997 to 2007

Table F12 Students' Concerns: Social Class Difference

	Fa Occupation			Fa Education			Housing	
	Prof N(443)	Workers (1363)	No (50)	P+JS (804)	SS (424)	Ter (101)	Pri (982)	Pub (960)
Family related concerns	3.18 (0.73)	3.27 * (0.68)	3.19 (0.83)	3.25 (0.68)	3.25 (0.69)	3.06 (0.61)	3.26 (0.71)	3.23 (0.68)
Psychological wellbeing	3.24 (0.84)	3.27 (0.80)	3.14 (0.73)	3.21 (0.80)	3.23 (0.81)	3.18 (0.74)	3.24 (0.81)	3.19 (0.81)
School related problems	3.00 (0.77)	3.07 (0.72)	2.95 (0.77)	3.05 (0.72)	3.06 (0.76)	3.02 (0.71)	3.07 (0.71)	3.01 (0.75)
Maladjusted behaviour	3.81 (0.88)	3.77 (0.83)	3.66 (0.80)	3.76 (0.84)	3.86 (0.83)	3.75 (0.82)	3.82 (0.85)	3.72 (0.86)
Peer relationship problems	3.47 (0.88)	3.45 (0.83)	3.33 (0.82)	3.47 (0.82)	3.41 (0.91)	3.40 (0.84)	3.45 (0.84)	3.44 (0.84)
Physical appearance	2.52 (0.83)	2.65 * (0.83)	2.68 (0.82)	2.65 (0.83)	2.61 (0.86)	2.43 (0.79)	2.61 (0.82)	2.63 (0.85)
Study concerns	2.03 (0.70)	2.04 (0.71)	2.20 (0.74)	2.04 (0.71)	1.96 (0.71)	1.99 (0.61)	2.04 (0.71)	2.04 (0.71)
Learning problems	2.91 (0.94)	2.93 (0.95)	2.92 (0.88)	2.91 (0.94)	2.91 (0.98)	3.05 (0.89)	2.93 (0.91)	2.91 (0.98)
Friendship	2.15 (0.82)	2.11 (0.78)	2.24 (0.94)	2.14 (0.80)	2.07 (0.79)	2.17 (0.84)	2.12 (0.80)	2.10 (0.80)
Future	2.82 (1.12)	2.69 (1.03)	2.78 (1.28)	2.71 (1.04)	2.74 (1.09)	2.99 (1.01)	2.79 (1.06)	2.63 * (1.06)

Note: * $p < 0.01$ ** $p < 0.001$
significant group difference at $p = 0.01$
Fa= Father; Prof= Professional;
Workers= Manual & Services Workers.
No= No Education; P+JS= Primary & Junior Secondary Education;
SS= Senior Secondary Education; Ter= Tertiary Education;
Pri= Private Housing; Pub= Public Housing.

Table F13 Causes of Students' Difficulties: Social Class Difference

	Fa Occupation			Fa Education			Housing	
	Prof	Workers	No	P+JS	SS	Ter	Pri	Pub
	N(443)	(1363)	(50)	(804)	(424)	(101)	(982)	(960)
Student ability & effort	3.08 (0.71)	3.08 (0.68)	3.05 (0.67)	3.07 (0.68)	3.12 (0.68)	3.04 (0.60)	3.09 (0.68)	3.05 (0.69)
School related causes	2.99 (0.85)	3.03 (0.82)	3.08 (0.79)	3.02 (0.84)	3.04 (0.85)	2.96 (0.76)	3.01 (0.84)	2.99 (0.83)
Family related causes	3.24 (0.74)	3.31 (0.70)	3.11 (0.62)	3.30 (0.68)	3.29 (0.76)	3.20 (0.66)	3.30 (0.73)	3.26 (0.70)
Peer influence	3.20 (0.92)	3.20 (0.90)	3.31 (1.04)	3.18 (0.91)	3.21 (0.88)	3.02 (0.89)	3.24 (0.91)	3.16 (0.92)
Generation gap	2.62 (0.97)	2.72 (0.96)	2.68 (1.06)	2.68 (0.95)	2.77 (0.99)	2.48 (0.90)	2.68 (0.97)	2.70 (0.98)
Meeting expectations	2.89 (0.82)	2.94 (0.80)	2.94 (0.89)	2.93 (0.80)	2.95 (0.79)	2.94 (0.77)	2.96 (0.82)	2.89 (0.79)
Curriculum	2.77 (0.70)	2.74 (0.73)	2.94 (0.75)	2.72 (0.74)	2.74 (0.74)	2.76 (0.67)	2.78 (0.73)	2.71 (0.74)
Classroom discipline	3.04 (0.89)	3.01 (0.82)	2.66 (0.81)	2.98 (0.81)	3.12 (0.86)	2.90* (0.89)	3.05 (0.84)	2.96 (0.83)
Study method & interest	2.79 (0.81)	2.82 (0.77)	2.72 (0.87)	2.81 (0.76)	2.89 (0.81)	2.63 (0.71)	2.83 (0.76)	2.76 (0.80)

Note: * p=0.01
significant group difference at p=0.01
Fa= Father; Prof= Professional;
Workers= Manual & Services Workers.
No= No Education; P+JS= Primary & Junior Secondary Education;
SS= Senior Secondary Education; Ter= Tertiary Education;
Pri= Private Housing; Pub= Public Housing.

Table F14 School Guidance: Social Class Difference

	Fa Occupation			Fa Education				Housing	
	Prof	Workers	No	P+JS	SS	Ter		Pri	Pub
	N(443)	(1363)	(50)	(804)	(424)	(101)		(982)	(960)
Views of Guidance									
Problem solving & developmental	2.24 (0.65)	2.26 (0.68)	2.29 (0.72)	2.26 (0.70)	2.25 (0.70)	2.24 (0.69)		2.28 (0.65)	2.26 (0.71)
Managing discipline & student behaviour	2.73 (0.77)	2.68 (0.77)	2.70 (0.89)	2.66 (0.78)	2.71 (0.78)	2.74 (0.80)		2.73 (0.77)	2.66 (0.78)
Remedial view	2.59 (1.13)	2.73 (1.14)	2.80 (1.28)	2.70 (0.15)	2.65 (1.12)	2.68 (1.16)		2.69 (1.14)	2.72 (1.14)
Guidance Role of Teachers									
Teachers offering direct guidance	2.51 (0.48)	2.54 (0.51)	2.51 (0.45)	2.53 (0.50)	2.54 (0.52)	2.52 (0.52)		2.54 (0.49)	2.53 (0.52)
Referral to specialist	3.03 (0.97)	3.05 (0.95)	3.14 (0.99)	3.04 (0.98)	3.09 (0.93)	2.93 (0.89)		3.09 (0.95)	3.01 (0.95)
Helpfulness of Guidance Services									
Individual guidance	2.56 (0.72)	2.55 (0.76)	2.66 (0.70)	2.50 (0.75)	2.60 (0.77)	2.62 (0.68)		2.58 (0.73)	2.55 (0.78)
Group guidance	3.17 (0.79)	3.14 (0.82)	3.10 (0.72)	3.13 (0.84)	3.19 (0.84)	3.11 (0.77)		3.15 (0.79)	3.14 (0.86)
School Improvement of Guidance									
Item 1	2.34 (0.99)	2.30 (0.97)	2.16 (1.06)	2.31 (0.99)	2.36 (0.97)	2.19 (0.95)		2.32 (0.97)	2.32 (1.02)
Item 2	2.77 (1.10)	2.67 (1.04)	2.80 (1.07)	2.67 (1.05)	2.70 (1.08)	2.73 (1.08)		2.70 (1.06)	2.70 (1.07)
Item 3	2.86 (1.10)	2.75 (1.05)	2.57 (1.21)	2.76 (1.07)	2.85 (1.08)	2.68 (1.09)		2.82 (1.08)	2.76 (1.07)
Item 4	2.60 (1.01)	2.53 (0.94)	2.50 (1.09)	2.55 (0.96)	2.54 (0.94)	2.66 (1.12)		2.60 (0.95)	2.52 (0.99)
Item 5	2.19 (0.90)	2.17 (0.87)	2.06 (0.77)	2.16 (0.89)	2.19 (0.88)	2.11 (0.97)		2.19 (0.87)	2.17 (0.90)
Item 6	2.57 (1.08)	2.57 (1.05)	2.38 (1.10)	2.57 (1.05)	2.63 (1.06)	2.48 (1.09)		2.59 (1.05)	2.56 (1.06)
Item 7	3.59 (1.16)	3.64 (1.13)	3.60 (1.21)	3.63 (1.13)	3.64 (1.16)	3.70 (1.16)		3.60 (1.14)	3.64 (1.14)

Note: * $p < 0.01$ ** $p < 0.001$
significant group difference at $p = 0.01$
Fa= Father; Prof= Professional;
Workers= Manual & Services Workers.
No= No Education; P+JS= Primary & Junior Secondary Education;
SS= Senior Secondary Education; Ter= Tertiary Education;
Pri= Private Housing; Pub= Public Housing.

**Table F15 Students' Concerns and their Causes:
Effects of Teachers' Personal Characteristics**

	Gender		Teaching Experiences			<i>F</i>		
	Male N(86)	Female (128)	=<5 yr N(65)	6-10 yr (60)	>10 yr (89)	Gender	Years	Inter- action
Dimensions of Concern								
Family related concerns	2.78 (0.57)	2.71 (0.62)	2.63 (0.54)	2.58 (0.64)	2.92 (0.56)	0.13	7.44**	0.81
Psychological wellbeing	2.42 (0.75)	2.37 (0.75)	2.44 (0.73)	2.46 (0.75)	2.38 (0.76)	1.39	0.35	0.84
School related problems	2.99 (0.65)	2.99 (0.68)	2.99 (0.64)	3.06 (0.66)	2.94 (0.69)	0.01	0.59	0.42
Maladjusted behaviour	3.37 (0.69)	3.41 (0.67)	3.35 (0.66)	3.48 (0.70)	3.36 (0.68)	0.75	0.77	1.09
Peer relationship problems	2.79 (0.77)	2.57 (0.81)	2.55 (0.78)	2.53 (0.81)	2.84 (0.79)	2.52	2.93	1.37
Physical appearance	2.34 (0.68)	2.27 (0.62)	2.25 (0.71)	2.33 (0.63)	2.32 (0.62)	0.48	0.27	1.51
Study concerns	2.48 (0.76)	2.40 (0.83)	2.50 (0.88)	2.33 (0.74)	2.46 (0.78)	0.47	0.78	1.61
Learning problems	2.58 (0.97)	2.27 (0.98)	2.66 (1.04)	2.27 (0.83)	2.28 (1.02)	6.84	4.16	0.40
Friendship	2.36 (0.70)	2.14 (0.66)	2.34 (0.72)	2.18 (0.65)	2.18 (0.69)	6.19	1.53	0.13
Future	2.95 (0.98)	2.86 (1.02)	2.94 (0.98)	2.79 (1.03)	2.94 (1.00)	0.34	0.41	4.12
Cause Components								
Student ability & effort	2.64 (0.89)	2.63 (0.82)	2.52 (0.75)	2.80 (0.93)	2.60 (0.85)	0.03	1.80	0.42
School related causes	3.63 (0.72)	3.59 (0.69)	3.64 (0.69)	3.56 (0.66)	3.62 (0.74)	0.16	0.21	0.77
Family related causes	2.33 (0.64)	2.33 (0.67)	2.29 (0.68)	2.28 (0.60)	2.40 (0.68)	0.98	0.79	0.01
Peer influence	2.83 (0.86)	2.71 (0.71)	2.74 (0.78)	2.79 (0.68)	2.74 (0.84)	1.32	0.12	0.64
Generation gap	2.48 (0.70)	2.25 (0.75)	2.31 (0.75)	2.36 (0.76)	2.36 (0.71)	5.49	0.56	0.67

Table F15 continued

Meeting expectations	3.07 (0.88)	3.08 (0.79)	3.09 (0.77)	3.02 (0.86)	3.07 (0.86)	0.11	0.98	1.35
Curriculum	2.75 (0.77)	2.82 (0.75)	2.91 (0.70)	2.70 (0.73)	2.77 (0.82)	0.31	1.30	4.60
Classroom discipline	2.97 (0.79)	3.07 (0.79)	2.91 (0.75)	3.11 (0.86)	3.06 (0.76)	0.96	1.27	1.64
Study method & interest	2.28 (0.75)	2.17 (0.70)	2.15 (0.68)	2.29 (0.70)	2.21 (0.77)	1.18	0.59	0.13

Note: * $p < 0.01$ ** $p < 0.001$ NS Non-significant
 df ranges from 207 to 211

Table F16 School Guidance: Effects of Teachers' Personal Characteristics

	Gender		Teaching Experiences			<i>F</i>		
	Male N(86)	Female (128)	=<5 yr N(84)	6-10 yr (74)	>10 yr (108)	Gender	Years	Inter- action
Views of Guidance								
Problem solving & developmental	1.76 (0.50)	1.79 (0.45)	1.85 (0.47)	1.75 (0.49)	1.75 (0.45)	0.17	1.39	0.55
Managing discipline & student misbehaviour	2.67 (0.69)	2.65 (0.67)	2.69 (0.65)	2.82 (0.64)	2.51 (0.68)	0.41	5.16**	0.13
Remedial view	3.06 (1.17)	2.91 (1.10)	2.85 (1.05)	3.22 (1.11)	2.86 (1.17)	1.71	2.94	0.95
Guidance Roles of Teachers								
Teachers offering direct guidance	2.25 (0.39)	2.27 (0.34)	2.32 (0.35)	2.26 (0.40)	2.23 (0.34)	0.02	1.41	2.82
Referral to specialists	2.28 (0.68)	2.22 (0.22)	2.27 (0.65)	2.34 (0.71)	2.16 (0.68)	0.86	1.91	2.02
Helpfulness of Guidance Services								
Individual guidance	1.86 (0.45)	1.92 (0.45)	1.93 (0.43)	1.92 (0.46)	1.85 (0.46)	0.89	0.79	1.96
Group guidance	2.38 (0.66)	2.32 (0.64)	2.53 (0.70)	2.36 (0.62)	2.19 (0.59)	1.23	7.13**	4.35
School Improvement of Guidance								
Teacher participation	1.95 (0.57)	1.89 (0.51)	2.00 (0.47)	1.92 (0.62)	1.85 (0.50)	1.03	2.41	2.58
Organization of Guidance Work	1.99 (0.48)	1.95 (0.55)	2.16 (0.56)	1.93 (0.47)	1.86 (0.50)	1.03	8.77**	2.15
Work Load & Training	1.56 (0.52)	1.52 (0.46)	1.63 (0.52)	1.51 (0.45)	1.48 (0.47)	0.66	2.54	2.03

Note: * p <0.01 ** p <0.001 NS Non-significant
 df ranges from 231 to 235

APPENDIX G

PERSONAL CONCERNS AND CAUSES: PERCEPTION OF HONG KONG ADOLESCENT STUDENTS

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Abstract

This study investigated the personal concerns and causes of difficulties perceived by Hong Kong adolescent students. A survey of 2103 secondary school students in Year 1 to Year 3 indicated that both students' personal concerns and cause beliefs are multi-dimensional. Academic achievement was perceived as the most pressing concern, while problems at home and maladjusted behaviour were seen as lesser concerns. Students attributed their own difficulties to their personal deficiencies, and were least inclined to refer to family as a causal factor. Results also showed significant gender, age and school banding effects. Implications of the findings for educationalists and psychologists working with adolescents in school contexts are discussed.

Introduction

Adolescence is a period when a young person faces both physiological and psychological changes, and engages in the search for identity and the struggle for independence (Erikson, 1968). These changes and developments have considerable effects on the young person's physical appearance and self esteem, and experiences undergone at this time often have important effects on later adulthood (Coleman, 1980). Hence, adolescence has always been described as a critical phase in human development.

Various research studies have been undertaken in different parts of the world to investigate adolescents' views of their concerns and problems. A number of American studies have identified school, friends, the opposite sex, family, money and the future as main areas of concerns for adolescents (Smith, 1980; Sobal, 1987; Stark et al., 1989). Alcohol and drug use, and lack of interest in education, have also been identified as main concerns for American adolescents (Isralowitz & Singer, 1982).

Studies undertaken in England and Ireland have found employment, self confidence and adequacy, and school performance, to be major worries felt by adolescents, while problems relating to material deprivation, physical inadequacy, and relationships at home, at school, or with the opposite sex, presented the least worries (Cherry & Gear, 1987; Gallagher et al., 1992; Gillies, 1989; Porteous, 1979).

Australian studies revealed somewhat different findings, where adolescents considered educational adjustment as a major concern, but gave less emphasis to vocational and educational future (Collins & Harper, 1974; Harper & Collins, 1975; Harper & Marshall, 1991). However, the importance Australian youth gave to life skills as a preparation for future vocation can be taken as an implicit affirmation of employment as an area of concern (Poole & Evans, 1988).

In Middle East and Asian countries, school adjustment, future and career, were seen as adolescents' top concerns (Friedman, 1991 for Israel; Isralowitz & Ong, 1990 for Singapore; Sahin & Sahin, 1995 for Turkey). Alcohol and drug use were considered less probably by youth in Singapore and Turkey (Isralowitz & Ong, 1988; Sahin & Sahin, 1995). Youth in Beijing, China, referred to school grades and failure to find a satisfying job as their top concerns (Dodds & Lin, 1992). Similarly, in Hong Kong, school performance and proper conduct (Leung et al., 1986), adjustment problems in the areas of learning and of psychological wellbeing (Hok Kaau T'uan, 1985) were perceived by adolescents as their prominent concerns. Further, school demands (examinations, promotion to a new class, tests and academic performance) and worries about the future, were perceived as a great source of stress by Hong Kong students (Li & Ng, 1991). Adjustment problems relating to relationships with peers and parents, and to family however, were less emphasized as stressors (Hok Kaau T'uan, 1985; Li & Ng, 1991).

Further review of research studies suggests that adolescent concerns seem to differ according to culture. For instance, in Porteous' study (1985a), the Irish sample expressed more concerns about inter-sex socialization and employment than the English sample. Gallagher et al. (1992) also indicated differences in the frequencies of worries expressed by youth from different cultural sub-groups as identified by their religious affiliation. Studies have shown that adolescents' concerns could be an index of a country's current social, political, economic and environmental problems (Dodds & Lin, 1992; Friedman, 1991). Isralowitz and Ong (1990) also contended that the concerns about academic achievement and the future expressed by Singaporean youth mirrored the societal and cultural values held by their society.

Studies also suggest a significant relationship between adolescents' perceived concerns and biographic variables such as gender, age, school categories

and school types. Girls, for incidence, were found to have a lower self esteem, reported more worries in such areas as interpersonal relationships, personal adjustment, school work, examinations, health, family relationships and social issues, and had more interpersonal problems than boys (Friedman, 1991; Gallagher et al., 1992; Gillies, 1989; Harper & Collins, 1975; Harper & Marshall, 1991; Porteous 1985a; Simon & Ward, 1982; Stark et al., 1989). Boys, compared with girls, were more troubled by finance, education and career matters (Clements & Oelke, 1967, Harper & Collins, 1975, Harper & Marshall, 1991), reported more problems in school (Stark et al., 1989), and were more concerned with authority, self image, restriction and rules, and behavioural problems (Porteous, 1985a), and cared more about existential issues, army and national service girls (Friedman, 1991).

Age was found to exert considerable influence on both the number and type of concerns perceived by adolescents. The number of concerns tended to decreased with age, and problems appeared to reach a peak at 14 years of age (Porteous, 1979). However, the focus shifted from school/home types of concern to work-focussed types of worry as adolescents increased with age (Cowley, 1983; Gillies, 1989; Gallagher et al., 1992), and from concerns about study, career, and interpersonal relationships, to concern about national and existential issues (Friedman, 1991).

In another study, Porteous and Kelleher (1987) suggested that students' perceived problems were related to the climate of their school as differentiated according to sex composition, religious influence, academic emphasis, resources and tradition. Their study further suggested that the school atmosphere can to a certain extent increase, decrease or otherwise determine the personal problems of students. Gallagher et al. (1992) also found that the religious affiliation of the school exerted a major effect on adolescents' perceived worries.

On the other hand, research studies investigating causation of concerns focussed mainly on students' attribution of their academic success and failure (Al-

Methen & Wilksinson, 1992; Bar-Tal et al., 1984; Forsyth, 1986). Students' perception of causation other than in the area of learning has not received much research attention.

Against this background, the present study aimed at exploring the concerns and problems perceived by Hong Kong adolescent students. Specifically, their views on causes leading to personal difficulties were explored. The influence of both school variables and biographic variables on students' perceptions was examined.

Method

Participants

A total of 2103 secondary school students were sampled for this study. 1026 of them were males, and 1967 were females and 10 did not report their gender. Their age ranged from 11 to 19. Among them, 314 were aged 11-12, 1306 were aged 13-14, 467 were aged 15 and over, and 16 did not report their age. 715 students were in Year One, 677 in Year Two and 681 in Year 3, and 30 did not report their academic class level. The sample was drawn from ten schools. Five of the schools were Top Band schools, with mainly Band 1 and 2 students of high academic ability. Four schools were Low Band schools, with Band 4 and 5 students of low academic ability, while the remaining one was a mixed band school, with an intake of both high ability and low ability students. Three of the ten schools reported adopting a solely preventive focus in school guidance, in which emphasis was given to developmental and preventive guidance. Three schools claimed to follow a remedial guidance focus, in which they saw guidance as dealing with students' behavioural and emotional problems and adopted an individual case work model. Four schools adopted both a preventive and remedial guidance focus. Eight of the ten schools streamed students into high and low achieving classes, while two did not stream students.

Instruments

A questionnaire, *Personal Concerns Questionnaire (PCQ)* was devised specifically for this research. It was based on the data obtained from a pilot study which interviewed students and teachers on their views of concerns and difficulties faced by junior secondary students, and of causes of these difficulties. In constructing this PCQ, reference was made to a number of available instruments used in Hong Kong and elsewhere (Hok Kaau T'uan, 1985; Porteous, 1985b). Consisting of three sections, *PCQ* asked students about their **personal** concerns and the causes which they felt contributed to their difficulties. Section One asked respondents to provide their biographic information. The second section included 40 itemized Students' Personal Concerns Scale, and the third section included a 30- item Causal Scale. Respondents were asked to rate each item on a five-point Likert-type scale, thus: (1) Strongly Agree, (2) Agree, (3) Undecided, (4) Disagree, (5) Strongly Disagree. Reliability analysis yielded an alpha coefficient of .92 for the *PCQ* and .87 and .84 for the two sub-scales respectively, suggesting that the instruments had a high internal consistency.

The questionnaires were distributed to the schools by the researcher, and students completed the questionnaires individually during class time. The respondents were assured of complete anonymity to ensure confidentiality.

Result

Perceived Concerns and Causes of Difficulties.

The mean scores for each item were calculated, and Tables 1 and 2 show the top and bottom ten items of concerns and perceived causes of difficulties. It can be seen that students perceived study concerns and future, physical appearance, friendship, stress and poor class discipline as their top concerns. Drug and alcohol use, association with undesirable peers, suicidal thoughts, lack of meaning in life, poor relationships with parents and peers were lesser concerns for them. In causal attribution, students gave more weight to their need for companionship, boring lessons, difference in thinking from parents, lack of effort and interest, poor learning ability, wrong study methods, poor foundation, heavy punishment, and high parental expectation. On the other hand, parents' marital problems, parents' communication style, peer influence and competition, non-challenging curriculum, and high teacher expectation were comparatively less considered by these students.

Tables 1, 2 about here

A principal component analysis was conducted first on students' responses to the 40 itemised personal concerns. Nine factors with eigenvalues equal to or greater than 1.00 were first extracted, accounting for 52.2 % of the total variance. Varimax-rotated factor solutions from five to nine factors were examined for simple structure and interpretability. Among the factor solutions, the varimax-rotated seven-factor solution yielded the most interpretable solution and all items loaded highly on only one of the seven factors. Further, beyond these seven factors, each of the succeeding factors only accounted for 3 % or less of the total variance. The seven factors were labelled as *Family related concerns*, *Psychological wellbeing*, *School related problems*, *Peer relationship problems*, *Maladjusted behaviour*, *Appearance & Friendship*, and *Study Concerns & Future*. Table 4 presents the varimax-rotated seven-factor solution.

Table 3 about here

A separate principal component varimax analysis was applied on students' responses to the 30 causal items. A clear eight-factor solution resulted and explained 55.6% of the total variance (Table 5). These eight factors were labelled *School related causes*, *Student ability and effort*, *Family related causes*, *Peer influence*, *Parental marital problems*, *Meeting expectations*, *Curriculum* and *Classroom discipline*.

Table 4 about here

Since the seven factors could be regarded as seven major dimensions of students' personal concerns, and the eight factors as eight major cause components, the item response in each factor as shown in Tables 3 and 4 were aggregated. This produced 7 empirical concern sub-scores, and 8 empirical causal sub-scores. The relationships between the seven dimensions of concerns and the eight cause components were computed, and the correlation coefficients are tabulated in Table 5.

Table 5 about here

Effects of students' biographic variables.

A 2 x 2 (Gender x Age) MANOVA was performed, using the empirical concern sub-scores and causal sub-scores as dependent variables. The results indicated that there was a significant overall gender effect, $F(7, 1986)=18.97$,

$p < 0.001$, and a significant overall age effect, $F(7, 1986) = 4.47$, $p < 0.001$. No other overall significant interaction effects were noted, $p > 0.01$. Similarly, the results of the MANOVA on cause components also revealed a significant overall gender effect, $F(8, 1927) = 10.19$, $p < 0.001$ and a significant overall age effect, $F(8, 1927) = 3.28$, $p < 0.01$. The overall interaction effect was non-significant, $p > 0.01$.

As shown in Table 7, univariate analysis indicated that male students, compared with female students, reported having significantly more school related problems and maladjusted behaviour, and attributed their difficulties more to peer influence, meeting teacher and parent expectations, curriculum, and classroom discipline. Female students, on the contrary, reported having more concerns relating to their family, psychological wellbeing, study and future, and referred more to their lack of ability and effort and to family as contributory causes. Older students (age 15 & over), on the other hand, indicated that they had more family related concerns and maladjusted behaviour, and attributed their difficulties more to family related causes and to parental marital problems than did the younger students (age 11 to 14).

Univariate analysis procedures were applied to examine students' perceived concerns and causal factors with reference to the variable of social class, as defined by (i) occupation of students' fathers (Professionals [N=450] v. Workers [N=1413]), (ii) education level of students' fathers (No education [N=45] v. Primary and junior secondary education [N=843] v. Senior secondary education [N=420] v. Tertiary education [N=104]); (iii) types of housing in which students live (Private housing [N=1007] v. Public housing [N=985]). No significant differences were found in any of the concern dimensions or cause components, $p > 0.01$.

Table 6 about here

Effect of school variables.

To examine the influence of school banding and guidance focus, a 2 levels of banding (Top Band v. Low Band) by 2 levels of guidance focus (Preventive, Both Preventive and Remedial Focus [PAB] v. Remedial Focus [REM]) factorial design was adopted. A series of ANOVAs were performed on each of the concern dimensions and cause components (Table 6).

Banding effect: A significant main banding effect was found in five out of seven concern dimensions, and in six out of eight cause components, suggesting that banding is a highly significant school variable. Students in Low Band schools reported having significantly more family related concerns, school related problems and maladjusted behaviour than did students in Top Band schools. In causal attribution, students in Low Band schools, compared with those in Top Band schools, referred more to school related causes, student ability and effort, and school curriculum. The students in Low Band schools also attributed their difficulties more to parental marital problems than did their counterparts in Top Band schools.

Guidance focus effect: A significant main guidance focus effect was found only in one concern dimension and one causal dimension. Students in PAB schools, compared with students in REM schools, perceived more concerns for their study and future. These results suggested that the schools' guidance focus is a less significant variable.

Interaction effect: ANOVAs results showed a significant interaction between

banding and guidance focus for the dimension *Peer relationship problems*, and for the cause components *Peer influence* and *Classroom discipline*. As displayed in Figures 1 to 3, the significant association between banding and guidance focus is mainly contributed by students in Low Band PAB schools, who referred more to peer relationship problems as a personal concern and attributed the causes of their difficulties more to peer influence and classroom discipline than did students in Top Band PAB schools, compared with the opposite tendency for the students in both Top Band and Low Band REM schools, who showed no significant difference in views. Further, students in Low Band PAB schools, compared with those in Low Band REM schools, reported having more peer relationships problems, though no significant differences were revealed in their attribution of difficulties to peer influences and classroom discipline. On the other hand, students in Top Band REM schools, compared with those in Top Band PAB schools, showed no significant difference in their views of peer relationship problems as personal concerns, but they attributed the causes of their difficulties more to peer influence and classroom discipline.

In this study, students in Top Band PAB schools were mainly Band 1 students, while those in Top Band REM schools were Band 2 students. Students in Low Band REM schools were Band 4 students, while those in Low Band PAB schools were Band 5 students who were at the very bottom of the ability range. Hence, it was of interest to examine whether these significant association were due to the distribution of students from schools of different banding. One-way post hoc Scheffe analyses were then applied to the dimensions and cause components with significant interaction for a comparison. The findings revealed a significant group difference only between Band 1 and Band 5 students in their perception of peer relationship problems and their attribution of difficulties to peer influences ($p=0.001$). Significant group differences were found between Band 1 and Band 5 students, between Band 2 and 5 students, Band 1 and Band 4 students, and Band 2

and Band 4 students in their attribution of difficulties to classroom discipline ($p=0.001$). These findings further confirmed that the significant interaction was contributed by the school banding factor.

Figures 1, 2, 3 about here

In order to examine whether students' perceived concerns and causal attributions were associated with streaming of students, students in high achieving classes ($N=860$) were compared with those in low achieving classes ($N=692$). A series of t -tests were performed and findings indicated that students in low achieving classes perceived more *Study concerns and future* than did students in high achieving classes (High achieving classes: Mean=2.37, SD=0.84; Low achieving classes: Mean=2.16, SD=0.75; $t=5.00(1528.23)$ $p<0.001$). These students also attributed the cause of their difficulties to *Student ability and effort* more than did students in high achieving classes (High achieving classes: Mean=2.98, SD=0.68; Low achieving classes: Mean=2.84, SD=0.68; $t(1514)=4.08$, $p<0.001$). No significant differences in other variables were detected.

Discussion

The present study has revealed seven major dimensions of adolescents' concerns. Study and educational future, physical appearance and friendship are concerns which all adolescents have to face in their development. Other dimensions, however, are more in the nature of problems relating to adolescents' psychological wellbeing, maladjusted behaviour, and interpersonal relationships at home, in school and with peers. Present findings also demonstrate that causal factors of adolescents' difficulties are multi-dimensional. School, students' ability and effort, and family emerged as significant cause components. Other components

were peer influence, meeting teacher and parent expectations, curriculum and classroom discipline. These cause components display significant low-moderate positive correlation with the concerns dimensions, which suggests that students associated their concerns with these causal factors.

Similar to studies in other countries, (Cherry & Gear, 1987; Friedman, 1991; Gallagher et al., 1992; Harper & Marshall, 1991), the present research revealed study and educational future as prominent concerns perceived by Hong Kong students. In addition, the high rating which students gave to stress and poor class discipline reflects the pressure which Hong Kong students experience in learning, and their concern for an orderly and quiet learning environment to enable them to pursue their studies. Though academic achievement is a universal concern for all students, Chinese society and families give particular high emphasis to academic excellence. Hence, academic achievement and educational future as top concerns for Hong Kong students mirror the values held by a Chinese society, findings which are in line with studies conducted in other Asian countries with dominant Chinese culture (Isralowitz & Ong, 1990; Dodds & Lin, 1992).

Care for one's physical self is a developmental task faced by adolescents (Coleman & Hendry, 1990). It is not surprising that the present sample, mainly students aged 11 to 14, regarded physical appearance among their top concerns. Similar to youth in other parts of the world (Eme et al., 1979; Smith, 1980; Stark et al., 1989), Hong Kong students gave a high rating to friendship, though they were less inclined to consider heterosexual friendship as a personal concern. Such reluctance may reflect objection on the part of parents to adolescents cultivating friendships of this kind, which itself was a felt concern indicated by 20% of students in this study.

Consistent with studies conducted elsewhere (Friedman, 1991; Isralowitz & Ong, 1988; Sahin & Sahin, 1995), drug use presented minimal concern for Hong Kong adolescents. In addition, other forms of maladjusted behaviour, such as alcohol abuse, having suicidal thoughts, and associating with undesirable peers,

were considered as lesser concerns. Further, our students also gave comparatively less emphasis to relationships with parents or with peers as concerns.

Contrary to other studies which suggest that a country's political situation had an influence on adolescents' perceived problems (Dodds & Lin, 1992; Friedman, 1991), only 27% of the students sampled expressed worries about Hong Kong's change of sovereignty in 1997. Though political transition has been a top issue, as evidenced in the coverage in the media, the students did not perceive the political future of the territory as a very pressing concern. It appears that, for students, study and their educational future are more immediate concerns, while the political future is somehow more distant and is not within their control.

The present study reveals that students made reference both to external, situational factors (boring lessons and heavy punishment) and to internal and dispositional factors (ability, effort and interest) to explain their difficulties in the area of learning (cf. Weiner, 1985). Their attribution of difficulties to peer companionship and generation gap reflects their dominant concern for friendship, and their care for physical appearance, which not all parents can appreciate. On the other hand, our students were less inclined to attribute their difficulties to problems at home, to parental management handling, or to peer influence. It appears that in causal attribution, the students tended to refer causes to their own deficiency, rather than to others around them, such as family, peers or school.

The investigation of the influence of biographical variables on students' personal concerns produced findings broadly consistent with previous research (Friedman, 1991; Gallagher et al., 1992; Gillies, 1989; Harper & Collins, 1975; Harper & Marshall, 1991; Porteous 1985a; Simon & Ward, 1982; Stark et al., 1989), that males and females are concerned about different issues. Female students reported more study concerns and problems in psychological wellbeing and family adjustment, while male students indicated more school related problems and maladjusted behaviour. The present study also extends previous studies in

suggesting that students' causal attribution is associated with gender. Females students attributed their difficulties more to ability and effort and to family. Male students referred more to classroom discipline, curriculum difficulties, meeting teacher and parent expectations and peer influence. As the types of problems perceived by males and females vary, their causal attribution also differs.

Present findings reveal that age exerted a strong effect in only two dimensions of concerns (family related concerns, maladjusted behaviour), and two cause components (family related causes and parental marital problems).

That older students perceived more family related problems and attributed their difficulties more to family related causes, can be explained as their striving for independence from parents in their development into adulthood. It is also more inherently probable that older students are more ready to admit parental marital problems as a causal factor. On the other hand, behavioural problems such as drugs and alcohol abuse or association with undesirable peers is less likely among younger students. In contrast to studies which revealed social class differences in adolescents' perceived concerns (Isralowitz & Ong, 1990; Sahin & Sahin, 1995), the present findings did not suggest students' social class background as a significant variable, where social class background is defined by the occupation and education level of the students' fathers, and the type of housing in which their families resided.

Results from this study, however, lend support to previous research studies which found school variables exerting significant effects. In distinction from other studies (Gallagher et al., 1992; Porteous & Kelleher, 1987) which investigated the effects of school variables such as sex composition, religious influence, academic orientation, or resources and tradition, the present study examined specifically the influence of school banding, guidance focus and streaming. These variables reflect the current situation in Hong Kong schools, where students are grouped into different bands and assigned to schools according to their learning abilities (Hong Kong Education Department, 1992), and then grouped into different streams within

the school according to their academic performance, and where schools adopt different guidance focuses in their guidance work (Hui, 1994). The present findings reveal that school banding is a significant school variable. The school guidance focus, on the other hand, is less significant as a variable. It appears that the climate of Low Band schools differs significantly from that of Top Band schools, in that their students not only face normal developmental concerns but also experience more school and family related and maladjusted behaviour. They also viewed various school factors, such as teacher management, school curriculum, and classroom discipline, in addition to their lack of ability and effort, peer influences and parental marital problems as causal factors of their problems. The analysis of the significant association between banding and school guidance focus confirmed further that students' views were more related to school banding. The significant difference between students in Top Band PAB schools and those in Low Band PAB schools in this study were crucially the difference between Band 1 students and Band 5 students. The problems perceived by the students in Low Band PAB schools and their causal attribution also confirm the observation that Band 5 students in general encounter more problems at school (Hong Kong Education Department, 1993). It is also interesting to note that students in the Top Band REM school in this study, though of higher ability, held views similar to those of students with lower ability in Low Band REM schools. This may explain why a solely remedial approach is adopted in guiding these high ability students. Lastly, it is logical that streaming, which is mainly about differentiation of students according to academic achievement, had a strong association only with study related concerns and students' attribution of their causes of difficulties to ability and effort.

In sum, present findings have shown gender, age and school banding exerting major effects in students' perceived concerns and causal attribution. However, a more in-depth investigation of the effects of school variables, based on

a larger sample of schools, will help to determine further the association. This also has implications for further research in this area.

This study also has implications for a school's choice of guidance approach and for the work of educational psychologists in schools. Firstly, in promoting schools which meet the needs of students (NAPCE, 1986), it is pertinent that teachers listen to the views of the students, so that guidance services be offered to meet their perceived concerns. This points to the importance of the student appraisal services within a school guidance programme (Miller et al., 1978). The more the guidance personnel and teachers understand students' experiences and their personal-social difficulties, the better the service they are able to provide. In addition, such understanding is pertinent in schools' offering of personal-social education as a whole school curriculum (Watkins, 1995a). Educational psychologists could support schools in undertaking regular surveys of their students' needs, and in collaborating with teachers in curriculum development and planning of developmental guidance. Such a supportive role is particularly relevant for educational psychologists who adopt school consultation as the service delivery model (Hui, 1995).

Secondly, academic achievement is the students' most pressing concern. As students' achievement and social development are inter-related (Watkins, 1995b), guidance which only focuses on students' affective domain without addressing their learning needs is inadequate. Hence, enhancing student achievement should be a salient guidance goal (NAPCE, 1986). In addition to offering study skills training or peer tutoring as forms of direct services, equally important is the improvement of the school learning environment. This latter includes, for example, the school curriculum, the reward and punishment system, and classroom discipline, which students themselves consider as casual factors of their problems. Thirdly, the dominant atmosphere of problems among students in Low Band schools confirms the need for the Hong Kong community to provide these schools with more resources for remedial and guidance support. However, merely providing extra

resources without tackling the causes which lead to students' difficulties is unlikely to achieve desirable effects. As students' perceived problems are somewhat determined by the school atmosphere (Porteous & Kelleher, 1987), and effective guidance is related to a low level of disruptive behaviour among students (Galloway, 1983), cultivating a more concerned school atmosphere and making school a more 'guidance oriented community' are equally important.

To conclude, the present study into students' perceived concerns and causal factors provides further research evidence on adolescent development. Further, its specific reference to students' viewpoints yields salient information which is pertinent for educationalists and psychologists in providing students with relevant school and guidance experiences.

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Table 1. Students' Top and Bottom Ten Personal Concerns

Rank	Concern items	Mean (SD)
Top ten personal concerns		
1	To get better grades	1.48 (0.65)
2	To have more friends	1.76 (0.82)
3	Worried about tests and examinations	1.92 (0.86)
4	Promotion to senior forms	2.25 (1.16)
5	Feeling stressful	2.58 (1.09)
6	What to do after Secondary 3	2.64 (1.23)
7	Poor class discipline	2.72 (1.07)
8	My height and weight	2.74 (1.14)
9	How to dress	2.77 (1.03)
10	How important I am for my friends	2.90 (1.15)
Bottom Ten Personal Concerns		
1	Use drugs, cough syrup	4.62 (0.73)
2	Drinking alcohol	4.26 (1.03)
3	Association with undesirable peers outside school	4.25 (0.96)
4	Thinking of ending my life	4.12 (1.10)
5	Parents are not caring to me	4.03 (0.91)
6	Being isolated by peers	3.98 (0.94)
7	Not relating well with parents	3.96 (0.97)
8	Bullied/teased by peers	3.82 (0.99)
9	Not relating well with peers	3.78 (0.96)
10	Feeling life not meaningful	3.72 (1.05)

Note: Lower scores indicate greater agreement

Table 2. Students' Top and Bottom Ten Causes of Personal Difficulties

Rank	Causal items	Mean (SD)
Top ten causes		
1	Need to have friends to be together for sharing	2.46 (1.14)
2	Lessons too boring	2.48 (1.03)
3	Parents think differently from me	2.76 (1.17)
4	I am lazy and do not work hard enough	2.76 (1.11)
5	My study method is not right	2.84 (0.94)
6	My learning ability is not good	2.94 (1.02)
7	I am not interested in school work	2.98 (1.01)
8	Punishment is too heavy	3.00 (1.17)
9	Parents expect too much of me	3.02 (1.10)
10	I did not do that well in primary school	3.02 (1.16)
Bottom Ten Causes		
1	Parents are separated/divorced	4.38 (1.04)
2	Parents have problems in their marriage	4.17 (1.10)
3	All my friends have boyfriends/girlfriends	3.91 (1.04)
4	Lessons are too easy and not challenging	3.82 (0.95)
5	Competition in class affecting friendship	3.64 (1.09)
6	Parents are too busy to be with me or talk with me	3.63 (1.16)
7	Need to be trendy/fashionable so as not to be teased by peers	3.57 (1.13)
8	Teachers are biased against me	3.53 (1.08)
9	Parents don't know how to talk with me	3.37 (1.15)
10	Teachers expect too much of me	3.34 (0.91)

Note: Lower scores indicate greater agreement

Table 3. Dimensions of Students' Personal Concerns

Dimensions	Loadings
F1 Family Related Concerns (Eigenvalue 7.26, Variance 18.2%)	
7 Not relating well with parents	.78
11 Parents not caring	.74
13 Difficult to communicate with parents	.74
9 Parents have poor relationship themselves	.67
12 Parents love siblings more	.61
8 Parents are too strict	.59
F2 Psychological Wellbeing (Eigenvalue 2.74, Variance 6.9%)	
31 Don't know goals in life	.71
34 Feeling life not meaningful	.69
33 Feeling depressed	.63
32 Don't know why to study at school	.58
36 Thinking of ending my life	.54
29 Not confident of myself	.48
35 Feeling stressful	.47
F3 School Related Problems (Eigenvalue 2.18, Variance 5.5%)	
15 Difficulties in following school rules	.70
17 Feeling resistant to school	.63
14 Not relating well with teachers	.62
18 Punished by teachers because of misbehaviour	.62
F4 Peer Relationship Problems (Eigenvalue 1.92, Variance 4.8%)	
22 Isolated by peers	.81
23 Bullied/teased by peers	.77
21 Not relating well with peers	.75
F5 Maladjusted Behaviour (Eigenvalue 1.61, Variance 4.0%)	
39 Use drugs, cough syrup	.76
38 Drinking alcohol	.72
37 Association with undesirable peers outside school	.70
F6 Physical Appearance & Friendship (Eigenvalue 1.50, Variance 3.8)	
27 How I dress	.69
26 Height and weight	.56
20 Interest in having boyfriend/girlfriend	.56
19 To have more friends	.53
28 Insufficient pocket money to buy smart clothes of famous brands	.50
F7 Study Concerns & Future (Eigenvalue 1.35 Variance 3.4)	
4 Promotion to senior forms	.76
3 Worried about tests and examinations	.66
30 What to do after Secondary 3	.58

Note: Items 1,2,5,24,25,40 with loadings <0.45 were excluded.

Table 4. Cause Components of Students' Personal Difficulties.

Cause Components	Loadings
F1 School Related Causes (Eigenvalue 5.69, Variance 19%)	
22 School rules too strict	.79
21 Teachers too strict	.77
23 Punishment too heavy	.74
20 Teachers biased against my class	.73
30 Teachers biased against me	.66
2 Lessons too boring	.50
F2 Student ability and effort (Eigenvalue 2.74, Variance 7.6%)	
6 My academic standard is not good, not up to the school's expectations	.72
5 My learning ability is not good	.71
9 I am not good at remembering things	.64
7 I did not do that well in primary school	.64
8 I am lazy and do not work hard enough	.58
11 My study method is not right	.55
10 I am not interested in school work	.48
F3 Family Related Causes (Eigenvalue 2.02, Variance 6.8%)	
15 Parents don't know how to talk with me	.68
19 Parents think differently from me	.68
17 Parents too busy to be with me or talk with me	.61
25 Need to have friends to be together for sharing	.53
F4 Peer Influences (Eigenvalue 1.59, Variance 5.3%)	
28 Need to be trendy/fashionable so as not to be teased by peers	.72
26 All my friends have boyfriends/girlfriends	.71
27 Competition in class affecting friendship	.66
F5 Parental Marital Problems (Eigenvalue 1.47, Variance 4.9%)	
18. Parents are separated/divorced	.86
16. Parents have problems in their marriage	.84
F6 Meeting Expectations (Eigenvalue 1.34, Variance 4.5%)	
12. Teachers expect too much of me	.78
13. Parents expect too much of me	.74
F7 Curriculum (Eigenvalue 1.22, Variance 4.1%)	
3 Using English language textbooks	.59
1 Lessons too difficult	.59
4 Lessons too easy and not challenging	-.61
F8 Classroom Discipline (Eigenvalue 1.05, Variance 3.5%)	
14 Classmates too noisy, affecting my learning	.72
24 Teachers too lax in classroom management	.70

Note: Item 29 with loading <0.45 was excluded.

Table 5 Correlations between Concern Dimensions and Cause Components

	School related causes	Student ability & effort	Family related causes	Peer Influ- ence	Parental Marital problems	Meeting expect- ations	Curri- culum	Classroom discipline
Family related concerns	.26**	.23**	.57**	.28**	.35**	.25**	.15**	.09**
Psycho- logical wellbeing	.39**	.43**	.42**	.38**	.17**	.25**	.27**	.16**
School related problems	.64**	.28**	.23**	.25**	.19**	.23**	.27**	.07**
Peer relationship problems	.18**	.21**	.19**	.34**	.16**	.15**	.19**	.17**
Maladjusted behaviour	.31**	.15**	.18**	.23**	.23**	.14**	.17**	.06*
Physical appearance & friendship	.25**	.21**	.33**	.37**	.09**	.19**	.18**	.09**
Study concerns & future	.11**	.34**	.14**	.11**	-.00	.16**	.21**	.09**

* p<0.01 ** p<0.001

Table 6 Analysis of gender, age, banding and guidance focus effects

	Gender			Age			Banding		Guidance Focus		F values		
	Male N(1026)	Female (1067)	t	11-14yr (1620)	=<15yr (467)	t	Top (1136)	Low (757)	PAB (1291)	REM (604)	Banding	Guidance focus	Inter- action
Concerns Dimension													
Family related concerns	3.85 (0.74)	3.77 (0.75)	*	3.84 (0.74)	3.72 (0.75)	*	3.86 (0.73)	3.75 (0.77)	3.82 (0.73)	3.80 (0.76)	10.33*	0.23	1.42
Psychological wellbeing	3.45 (0.72)	3.33 (0.73)	**	3.40 (0.72)	3.32 (0.73)		3.43 (0.73)	3.34 (0.71)	3.39 (0.73)	3.37 (0.71)	5.99	0.06	0.07
School related problems	3.35 (0.83)	3.63 (0.76)	**	3.50 (0.83)	3.46 (0.86)		3.66 (0.75)	3.25 (0.83)	3.56 (0.80)	3.35 (0.81)	99.76**	2.02	6.57
Peer relationship problems	3.82 (0.83)	3.89 (0.79)		3.87 (0.81)	3.83 (0.82)		3.91 (0.80)	3.78 (0.85)	3.86 (0.83)	3.86 (0.77)	12.75**	2.46	7.46 *
Maladjusted behaviour	4.28 (0.82)	4.47 (0.67)	**	4.41 (0.73)	4.21 (0.82)	**	4.51 (0.66)	4.24 (0.78)	4.40 (0.72)	4.32 (0.73)	51.97**	0.42	6.07
Physical Appearance & friendship	2.68 (0.65)	2.70 (0.64)		2.70 (0.64)	2.67 (0.67)		2.73 (0.63)	2.65 (0.68)	2.70 (0.66)	2.67 (0.62)	4.41	0.12	0.21
Study Concern & future	2.32 (0.84)	2.21 (0.79)	**	2.26 (0.79)	2.29 (0.89)		2.29 (0.85)	2.20 (0.77)	2.22 (0.83)	2.32 (0.78)	12.20**	11.99*	0.05
Cause Components													
School related causes	3.06 (0.85)	3.12 (0.77)		3.10 (0.81)	3.04 (0.79)		3.19 (0.80)	2.91 (0.80)	3.10 (0.81)	3.02 (0.84)	51.66**	0.52	0.52
Student ability & effort	3.02 (0.70)	2.93 (0.66)	**	2.99 (0.78)	2.93 (0.68)		3.07 (0.68)	2.85 (0.67)	3.00 (0.68)	2.9 (0.69)	53.14**	0.004	0.002
Family related causes	3.14 (0.78)	2.97 (0.81)	**	3.09 (0.80)	2.94 (0.79)	*	3.08 (0.82)	3.04 (0.77)	3.05 (0.81)	3.09 (0.78)	2.30	2.87	0.98
Peer influence	3.62 (0.82)	3.78 (0.79)	**	3.71 (0.82)	3.66 (0.79)		3.78 (0.81)	3.59 (0.80)	3.74 (0.82)	3.63 (0.78)	17.28**	1.39	18.52**
Parental marital problems	4.29 (0.95)	4.26 (1.00)		4.31 (0.95)	4.16 (1.08)	*	4.40 (0.92)	4.11 (1.05)	4.29 (0.98)	4.26 (0.97)	42.49**	2.97	6.65
Meeting expectations	3.10 (0.89)	3.24 (0.80)	**	3.16 (0.85)	3.19 (0.85)		3.21 (0.85)	3.14 (0.86)	3.16 (0.85)	3.21 (0.86)	4.82	3.32	0.71
Curriculum	3.24 (0.61)	3.34 (0.60)	**	3.29 (0.61)	3.33 (0.61)		3.33 (0.64)	3.22 (0.61)	3.29 (0.62)	3.28 (0.58)	15.33**	0.99	5.53
Classroom discipline	3.15 (0.88)	3.27 (0.81)	*	3.22 (0.86)	3.19 (0.85)		3.38 (0.82)	3.05 (0.85)	3.32 (0.83)	3.09 (0.84)	45.27**	8.39*	15.54**

Note: * p<0.01 88 p<0.001
PAB = Preventive, Both Preventive & Remedial Focus REM = Remedial Focus
Lower scores indicate greater agreement.

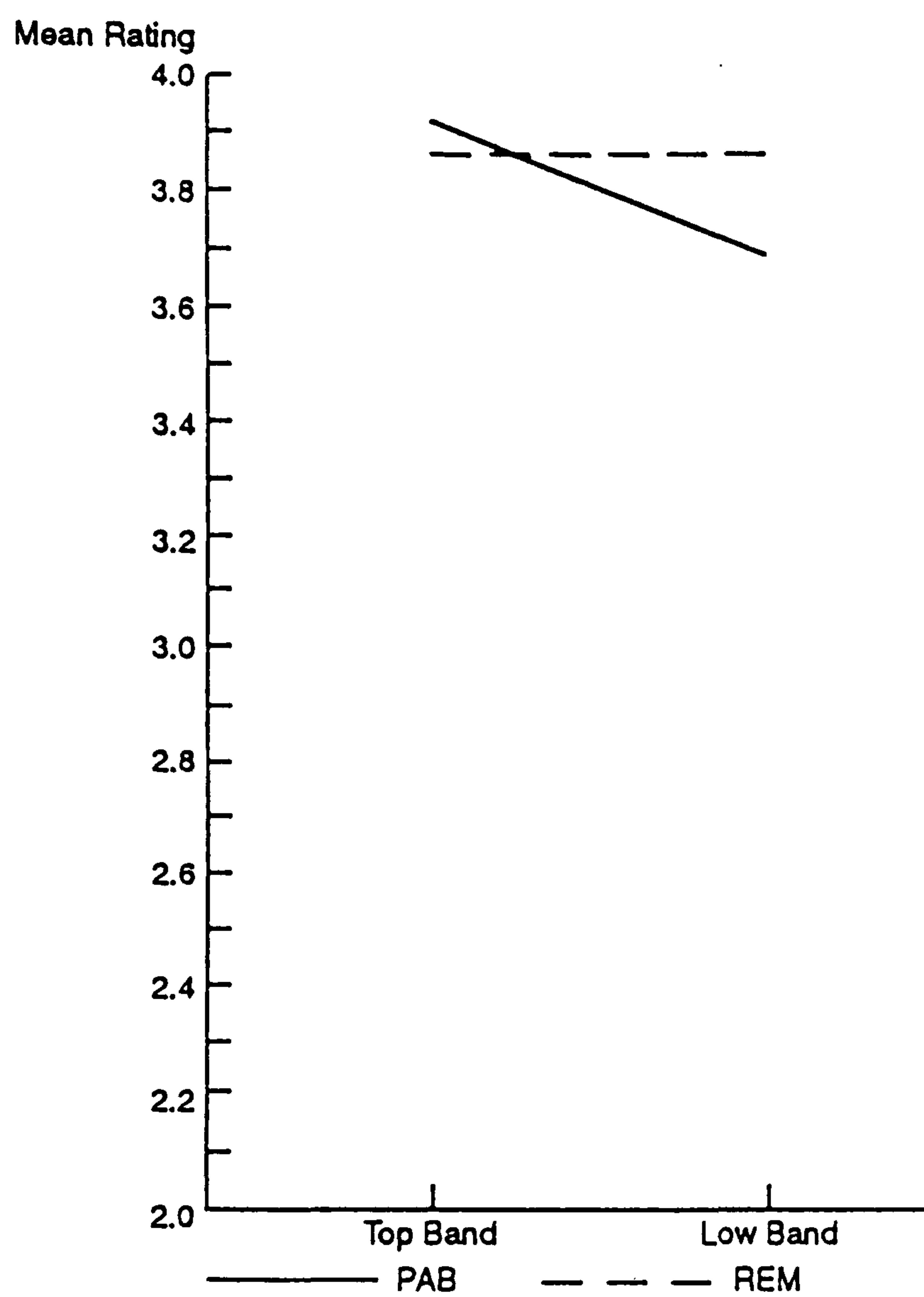


Figure 1
Interaction of Banding and Guidance Focus for
Peer Relationship Problems

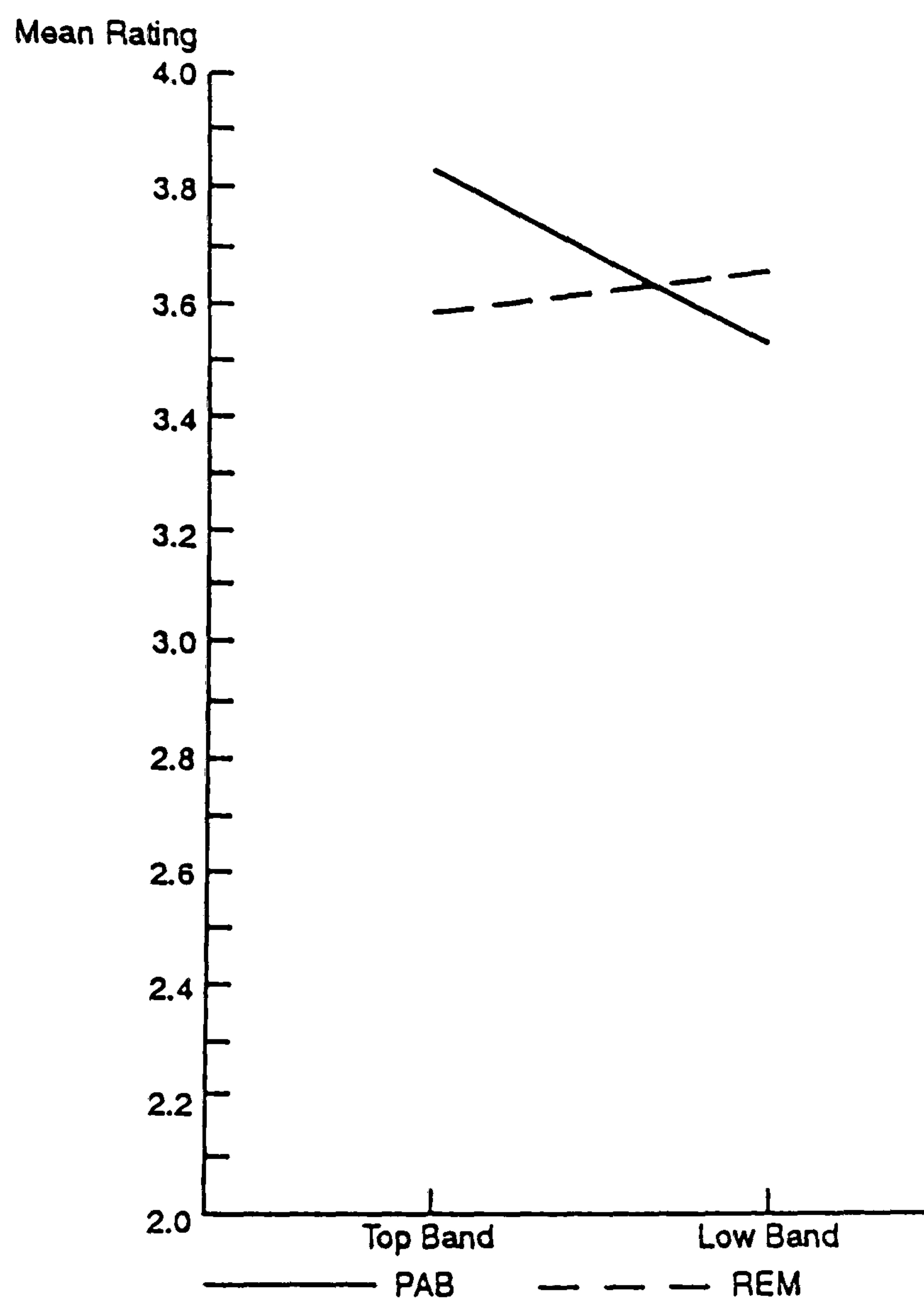


Figure 2
Interaction of Banding and Guidance Focus for
Peer Influences

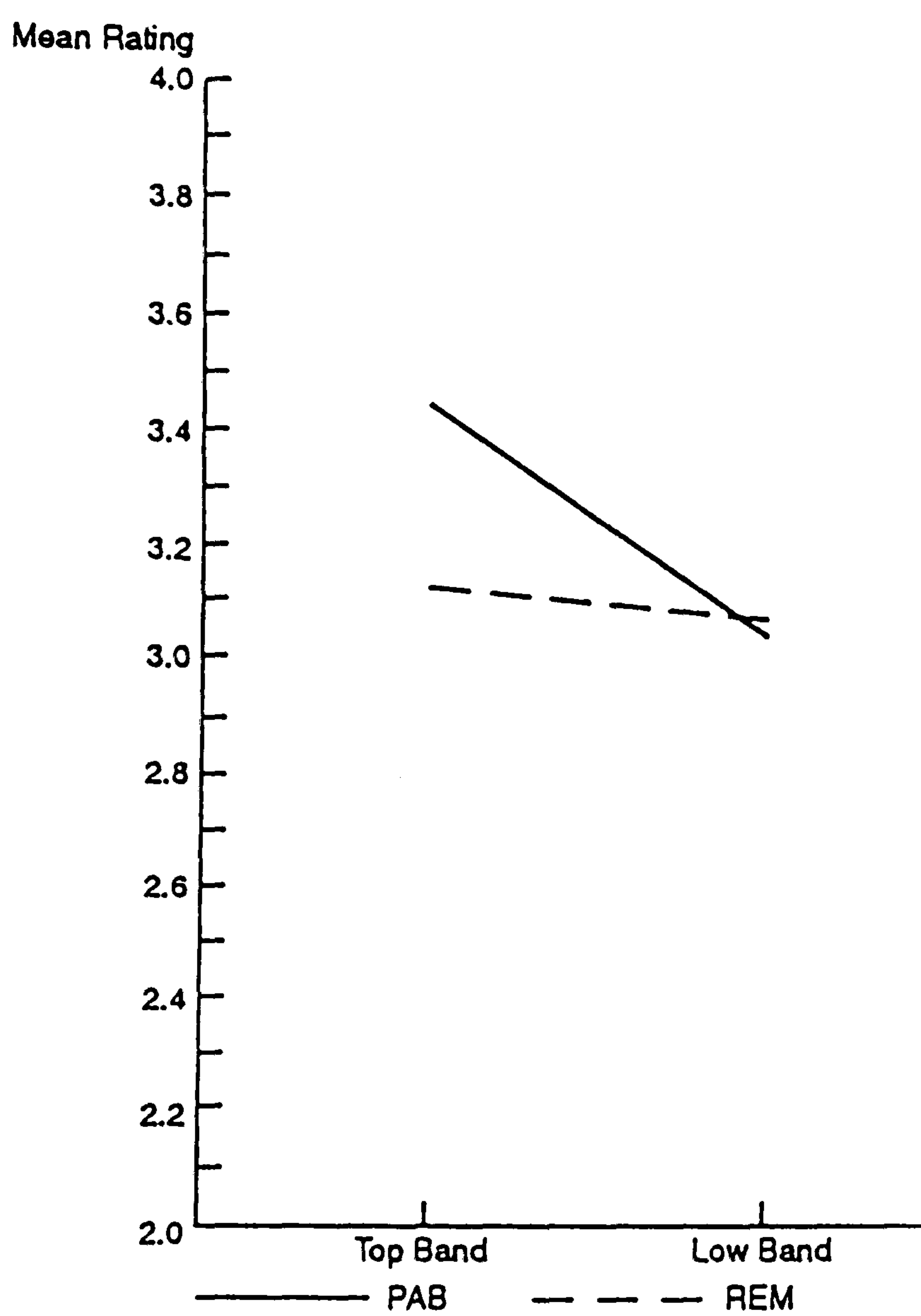


Figure 3
Interaction of Banding and Guidance Focus for
Classroom Discipline

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Note

This paper is based on data collected by the author as part of her Doctoral dissertation at the Institute of Education, University of London.

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APPENDIX H

STUDENTS PERSONAL CONCERNS AND CONCERNS OF MOST STUDENTS: A COMPARISON

To examine how students' perception of their personal concerns and the causes of difficulties matched with their views on the concerns and the causes of difficulties faced by junior secondary students, a comparison was drawn, first of the top and bottom ten concerns and causes, secondly of their views on the dimensions of concerns and cause components derived from principal components analysis, and thirdly of the extent of their agreement, using t-tests. The findings are presented in the following sections.

1. Comparison of the Top and Bottom Ten Concerns

Students' views of their top personal concerns were similar to their views of concerns of students in general (Table H1). Better grades, friendship and examination worries were the top three concerns indicated. Care about appearance and future, stress and poor class discipline were concerns common to themselves and most students. Students were less inclined to consider using drugs and alcohol, having suicidal thoughts, feeling life not meaningful, association with undesirable peers, having peer relationship problems, and having uncaring parents, as either personal concerns or concerns for most students.

Only a slight difference was observed, in the ranking of top concerns. Students considered their own importance for their friends as one of their top personal concerns, but they referred to interest in having boyfriends/girlfriends as a top concern for most students. They were less inclined to consider poor relationships with parents as their personal concern, and saw parental marital problems as not so much a concern for most students.

Table H1 Personal Concerns and Most Students' Concerns:
Comparison of the Top and Bottom Ten Concerns

Personal Concerns	Mean (SD)	Most Students' Concerns	Mean (SD)
Top Ten Concerns			
*1. To get better grades	1.48 (0.65)	*1. Getting better grades	1.77 (0.77)
*19.To have more friends	1.76 (0.82)	*3. Worried about tests and examinations	2.02 (0.89)
*3. Worried about tests and examinations	1.92 (0.86)	*19.Having more friends	2.12 (0.80)
*4. Promotion to senior forms	2.25 (1.16)	*4. Promotion to senior forms	2.30 (1.05)
*35.Feeling stressful	2.58 (1.09)	*27.How to dress	2.45 (0.99)
*30.What to do after Secondary 3	2.64 (1.23)	20.Interest in having boyfriend /girlfriend	2.53 (0.89)
*16.Poor class discipline	2.72 (1.07)	*35.Feeling stressful	2.60 (1.03)
*26.My height and weight	2.74 (1.14)	*26.Their height and weight	2.61 (0.98)
*27.How to dress	2.77 (1.03)	*16.Poor class discipline	2.69 (1.05)
25.How important I am for my friends	2.90 (1.15)	*30.What to do after Secondary 3	2.71 (1.06)
Bottom Ten Concerns			
*39.Use drugs, cough syrup	4.62 (0.73)	*39.Using drugs, cough syrup	4.03 (1.01)
*38.Drinking alcohol	4.26 (1.03)	*36.Thinking of ending one's life	3.79 (1.09)
*37.Association with undesirable peers outside school	4.25 (0.96)	*38.Drinking alcohol	3.70 (1.11)
*36.Thinking of ending my life	4.12 (1.10)	*22.Isolated by peers	3.55 (1.00)
*11.Parents are not caring to me	4.03 (0.91)	*21.Not relating well with peers	3.42 (0.94)
*22.Being isolated by peers	3.98 (0.94)	*37.Association with undesirable peers outside school	3.53 (1.09)
7. Not relating well with parents	3.96 (0.97)	*34.Feeling life not meaningful	3.41 (1.00)
*23.Bullied/teased by peers	3.82 (0.99)	*11.Parents not caring	3.41 (0.87)
*21.Not relating well with peers	3.78 (0.96)	*23.Bullied/teased by peers	3.36 (1.05)
*34.Feeling life not meaningful	3.72 (1.05)	9. Parents have poor re- lationship themselves	3.39 (0.93)

Note: * items ranked by students as both their personal concerns and students' concerns
Lower scores indicate more agreement

2. Comparison of the Top and Bottom Ten Causes

As shown in Table H2, the need of peer companionship, boring lessons, and gap in thinking with parents, wrong study methods, students' lack of effort and interest, and high parental expectation, were perceived by students as among the top ten causes leading both to personal difficulties and to difficulties for most students. Parental separation/divorce, parents' marital problems, unchallenging lessons, peer influence and peer competition, were causes least considered by students as leading to difficulties, either for themselves or for other students. On the other hand, a difference in perception was observed in their ratings. Students ascribed their own difficulties to poor learning ability and poor foundation, but referred to media influence and a noisy classroom environment as causes of most students' difficulties. Further, students perceived parents' communication style, peer pressure to be fashionable, high teacher expectation, and teacher bias, as among the bottom ten causes leading to personal difficulties. In contrast, they considered students' poor academic standards, poor memory, teacher's strict handling and lax classroom management, as among the bottom ten causes.

Table H2 A Comparison of Top and Bottom Ten Causes of Students' Personal Difficulties and Most Students' Difficulties

Causes of Personal Difficulties	Mean (SD)	Causes of Most Students' Difficulties	Mean (SD)
Top Ten Causes			
*25. Need to have friends to be together for sharing	2.46 (1.14)	*2. Lessons are too boring	2.38 (0.98)
*2. Lessons too boring	2.48 (1.03)	*25. Need to have friends to be together for sharing	2.41 (0.94)
*19. Parents think differently from me	2.76 (1.17)	29. Being led by the mass media	2.65 (1.03)
*8. I am lazy and do not work hard enough	2.76 (1.11)	*19. Parents think differently from them	2.69 (0.96)
*11. My study method is not right	2.84 (0.94)	*10. Not interested in school work	2.75 (0.97)
5. My learning ability is not good	2.94 (1.02)	*13. Parents expect too much	2.78 (0.97)
*10. I am not interested in school work	2.98 (1.01)	14. Classmates are too noisy, affecting the learning	2.79 (1.08)
23. Punishment is too heavy	3.00 (1.17)	*11. Study method is not right	2.85 (0.87)
*13. Parents expect too much of me	3.02 (1.10)	*8. Lazy and do not work hard enough.	2.85 (1.02)
7. I did not do that well in primary school	3.02 (1.16)	1. Lessons are too difficult	2.87 (1.00)
Bottom Ten Causes			
*18. Parents are separated/divorced	4.38 (1.04)	* 4. Lessons are too easy and not challenging	3.67 (0.91)
*16. Parents have problems in their marriage	4.17 (1.10)	*18. Parents are separated/divorced	3.59 (1.01)
*26. All my friends have boyfriends/girlfriends	3.91 (1.04)	*16. Parents have problems in their marriage	3.51 (0.99)
*4. Lessons are too easy and not challenging	3.82 (0.95)	*26. All our friends have boyfriends/girlfriends	3.32 (1.05)
*27. Competition in class affecting friendship	3.64 (1.09)	*27. Competition in class, affecting friendship	3.27 (1.04)
17. Parents are too busy to be with me or talk with me	3.63 (1.16)	6. Academic standard is not good, not up to school's expectations	3.21 (0.98)
28. Need to be trendy/fashionable so as not to be teased by peers	3.57 (1.13)	24. Teachers are too lax in classroom management	3.23 (1.02)
30. Teachers are biased against me	3.53 (1.08)	5. Learning ability is not good	3.17 (0.96)
15. Parents don't know how to talk with me	3.37 (1.15)	21. Teachers are too strict	3.13 (0.98)
12. Teachers expect too much of me	3.34 (0.91)	9. Not good at remembering things	3.14 (0.92)

Note: * Common items

**Table H3 Students' Perception of their Personal Concerns and
Students' Concerns: Comparison of Factor Structures**

Personal Concerns	Loadings	Most Students' Concerns	Loadings
F1 Family related Concerns (Variance 18.2%)		F1 Family related Concerns (Variance 20.9%)	
*7. Not relating well with parents	.79	*7. Not relating well with parents	.76
*11. Parents are not caring	.74	*11. Parents are not caring	.65
*13. Difficult to communicate with parents	.73	*13. Difficult to communicate with parents	.68
*9. Parents themselves have poor relationship	.68	*9. Parents themselves have poor relationship	.75
*8. Parents are too strict with me	.58	*8. Parents are too strict with them	.70
*12. Parents love the siblings more	.60	*12. Parents love the sibling more	.65
		*10. Parents object to them dating	.48
F2 Psychological Wellbeing (Variance 6.9%)		F2 Psychological Wellbeing (Variance 6.4%)	
*31. Don't know goals in life	.72	*31. Don't know goals in life	.72
*34. Feeling life not meaningful	.70	*34. Feeling life not meaningful	.67
*33. Feeling depressed	.64	*33. Feeling depressed	.61
*32. Don't know why to study	.59	*32. Don't know why to study	.69
*36. Thinking of ending my life	.54	*36. Thinking of ending their life	.49
29. Not confident of myself for their friends	.48		
35. Feeling stressful	.47		
F3 School related Problems (Variance 5.5%)		F3 School related Problems (Variance 5.5%)	
*15. Difficulties in keeping school rules	.73	*15. Difficulties in keeping school rules	.69
*17. Feeling resistant to school	.66	*17. Feeling resistant to school	.68
*14. Not relating well with teachers	.65	*14. Not relating well with teachers	.67
*18. Punished by teachers because of misbehaviour	.62	*18. Punished by teachers with demerits	.65
		16. Poor class discipline	.51
F4 Peer Relationship Problems (Variance 4.8%)		F5 Peer Relationship Problems (Variance 4.4%)	
*22. Being isolated by peers	.82	*22. Being isolated by peers	.81
*23. Being bullied/ teased by peers	.77	*23. Being bullied/ teased by peers	.77
*21. Not relating well with peers	.76	*21. Not relating well with peers	.71

Table H3 continued

F6 Maladjusted Behaviour (Variance 4.0%)		F4 Maladjusted behaviour (Variance 4.5%)	
*39. Use drugs, cough syrup	.78	*39. Use drugs, cough syrup	.82
*38. Drinking alcohol	.76	*38. Drinking alcohol	.81
*37. Association with undesirable peers outside school	.74	*37. Association with undesirable peers outside school	.71
		36. Thinking of ending their life	.48
F6 Educational future (Variance 3.8%)		F7 Study concerns (Variance 3.4%)	
*3. Worried about tests and examinations	.68	*3. Worried about tests and examinations	.82
*4. Promotion to senior forms	.76	*4. Promotion to senior forms	.70
30. What to do after Secondary 3	.55	1. To get better grades	.72
		F8 Learning Problems (Variance 3.0%)	
		2. Not doing well in school work	.53
		6. Home work too difficult and too much	.74
		5. Can't understand what teacher says in class	.67
F7 Physical Appearance (Variance 3.4%)		F6 Physical Appearance (Variance 3.7%)	
*27. How I dress	.80	*27. How to dress	.84
*26. My height and weight	.75	*26. Height and weight	.75
*28. Insufficient pocket money to buy smart clothes of famous brands	.55	*28. Insufficient pocket money to buy smart clothes of famous brands	.66
F8 Friendship (Variance 3.0%)		F9 Friendship (Variance 2.9%)	
*19. To have more friends	.76	*19. To have more friends	.84
*20. Interest in having boyfriend/girlfriend	.65	*20. Interest in having boyfriend/girlfriend	.73
F9 Dating & Political Future (Variance 2.7%)		F10 Future (Variance 2.6%)	
*40. Worried about 1997	.49	*40. Worried about 1997	.78
10. Parents object to me dating	.57	30. What to do after Secondary 3	.57

Note: * items ranked by students as personal and as Students' concerns under the same factor structure

**Table H4 Causes of Personal Difficulties and Most Students' Difficulties:
Comparison of Factor Structure**

Causes of Personal Difficulties	Loadings	Causes of Students' Difficulties	Loadings
F1 School related Causes (Variance 18.6%)		F2 School related Causes (Variance 7.7%)	
*22. School rules are too strict	.80	*22. School rules are too strict	.84
*21. Teachers are too strict	.77	*21. Teachers are too strict	.77
*23. Punishment is too heavy	.74	*23. Punishment is too heavy	.77
*20. Teachers are biased against my class	.68	*20. Teachers are biased against students	.62
2. Lessons are too boring	.52		
F2 Student ability & effort (Variance 7.6%)		F1 Student ability & effort (Variance 20.4%)	
*5. My learning ability is not good	.71	*5. Their learning ability is not good	.60
*8. I am lazy and do not work hard enough	.58	*8. Lazy and do not work hard	.63
*11. My study method is not right	.55	*11. The study method is not right	.61
*10. I am not interested in school work	.48	*10. Not interested in school work	.66
*6. My academic standard is not good, not up to the school's expectations	.72	*6. Their academic standard is not good, not up to the school's expectations	.60
*9. I am not good at remembering things	.64	*9. Not good in memory	.66
*7. I did not do that well in primary school	.64	*7. Did not do that well in primary school	.64
F3 Family related Causes (Variance 6.8%)		F3 Family related Causes (Variance 6.7%)	
*15. Parents don't know how to talk to me	.68	*15. Parents don't know how to talk to their children	.50
*17. Parents are too busy to be with me or talk to me	.61	*17. Parents are too busy to be with their children or talk to them	.65
19. Parents think differently from me	.68	16. Parents have problems in their marriage.	.83
25. Need to have friends to be together for sharing	.53	18. Parents are separated/divorced	.81
F4 Peer Influence (Variance 5.5%)		F4 Peer Influence (Variance 5.2%)	
*26. All my friends have boyfriends/girlfriends	.71	*26. All their friends have boyfriends/girlfriends	.68
*27. Competition in class affecting friendship	.66	*27. Competition in class affecting friendship	.67
*28. Need to be trendy/fashionable so as not to be teased by peers	.72	*28. Need to be trendy/fashionable so as not to be teased by peers	.73

[Table H4 continued]

F5 Parental Marital Problem (Variance 4.9%)		F5 Generation gap (Variance 5.0%)	
18. Parents are separated/ divorced.	.86	19. Parent's think differently from them	.46
16. Parents have problems in their marriage	.84	25. Need to have friends to be together for sharing	.56
F6 Meeting Expectations (Variance 4.5%)		F6 Meeting Expectations (Variance 4.2%)	
*12. Teachers expect too much from me	.78	*12. Teachers expect too much from them	.75
*13. Parents expect too much from me	.75	*13. Parents expect too much from them	.78
F7 Curriculum (Variance 4.1%)		F7 Curriculum (Variance 3.9%)	
*1. Lessons are too difficult	.59	*1. Lessons are too difficult	.73
*3. Using English language textbooks	.59	*3. Using English language text books	.68
4. Lessons are too easy and not challenging	-.61	2. Lessons are too boring	.48
F8 Classroom Discipline (Variance 3.6%)		F8 Classroom Discipline (Variance 3.6%)	
*14. Classmates are too noisy, affecting my learning	.72	*14. Classmates are too noisy, affecting their learning	.69
*24. Teachers are too lax in classroom management	.70	*24. Teachers are too lax in classroom management	.71

Note: * Common items

3. Concerns and Causes of Difficulties: A Comparison of Factor Structures

3.1. Concerns

Principal component analysis on students' responses to items regarding their personal concerns yielded nine factors (52.2% of the total variance), but their responses to items on most students' concerns gave ten factors (57.2% of the total variance). Analysis of the factor structures, however, indicated more similarity than differences in perception (Table H4).

(A) Similarities

(1) The first three factors which emerged in both cases were *Family related concerns*, *Psychological wellbeing* and *School related problems*, suggesting that

these were the major dimensions of concerns perceived by students. The percentage of variance accounted for in each case is very similar, and the items which make up these factors in both cases are identical, with similar factor loadings.

(2) *Peer relationship problems*, *Maladjusted behaviour*, *Physical appearance* and *Friendship* were four other dimensions which emerged both when students referred to their personal concerns and when they perceived most students' concerns. The items which clustered under each factor were identical in both cases, and the percentage of variance accounted for was very similar.

(B) Divergences

(1) The order in which these factors emerged were not identical though. Regarding students' perception of their own concerns, *Peer relationship problems* and *Maladjusted behaviour* were the fourth and fifth dimensions. However, in reference to the concerns of students, *Maladjusted behaviour* was the fourth factor and *Peer relationship problems* the fifth, though the percentage of variance accounted for was similar, 4.5 % for the former and 4.4 % for the latter. *Physical appearance* and *Friendship*, the seventh and eighth factors when students referred to their own concerns, were the sixth and ninth factors when they referred to most students' concerns.

(2) More salient differences were noted in concerns relating to their study and educational future. Referring to students' personal concerns, *Educational future* included examination worries and education after junior Secondary. Referring to most students' concerns, however, *Study concerns* consisted of getting better grades, examination worries, and promotion to senior forms.

In the perception of most students' concerns, a separate factor, *Learning problems*, emerged, gathering items relating to poor academic performance, difficulties in following teachers in class and doing homework. This factor did not emerge when students referred to their personal concerns.

Further, students grouped together worries about Hong Kong's political

future, and parents objecting to their dating, to form *Dating and Political future*, the ninth dimension of personal concerns. When referring to most students' concerns, worries about Hong Kong's political future and students' educational future formed the tenth dimension, *Future*.

In general, a comparison of the factor structures indicated overall similarities in students' perception both of their personal concerns and of the concerns of students. This suggested the existence of a belief among students about students' concern, whether personal or common to students.

3.2. Causes

Regarding causal factors leading to difficulties, principal component analysis yielded eight factors from students' responses on causes of their personal difficulties (55.5 % of total variance). Similarly, eight factors emerged from their responses on causes of most students' difficulties (64.3 % of variance). Comparison of the factor structure revealed an overall similarity with only a few differences (Table H4).

(A) Similarities:

- (1) Students' beliefs on causal attribution of their personal difficulties and of those of most students were similar. In both cases, students identified *School related causes*, *Student ability & Effort*, *Family related causes*, *Peer influence*, *Meeting expectations*, *Classroom discipline*, and *Curriculum* as cause components.
- (2) The items which made up *Student ability & Effort* *Peer influence*, *Meeting expectations* and *Classroom discipline* were identical. The items which constituted *School related causes* and *Curriculum* were overall the same, with one item being different.
- (3) The order in which most of the cause component merged were the same. *Family related causes* and *Peer influence* emerged as the third and fourth factors in both cases, with *Meeting expectations*, *Curriculum* and *Classroom discipline* as the sixth, seventh and eighth factors. The percentage of variance accounted for in these

factors was very similar in both cases.

(B) Divergences:

(1) When referring to causes of students' difficulties, *Family related causes* included items on parents' lack of time and skills in communication, as well as parental marital problems. Items which included parents' different thinking style and the need for friendship formed a separate cause component, *Generation gap*, which was not found when students perceived the causes of their personal difficulties.

When students referred to their personal difficulties, *Family related causes* only included items relating to parents' lack of communication skills and time. *Parental marital problems* formed a separate cause component.

(2) *School related causes*, which emerged as the first and most significant factor when students referred to their own difficulties, and accounted for 18.6% of variance, appeared as the second factor when students considered causes of students' difficulties, and accounted for 7.7% of variance. In contrast, *Student ability & Effort* was the first factor when students perceived students' difficulties (20.4% of variance), but when students referred to their own difficulties, this cause component emerged as the second factor.

The overall similarities in the factor structure suggested that students held very similar beliefs on causal attribution of students' difficulties, whether personal difficulties or those of most students. Difference was found in that students perceived *School related causes* as the first and most important factor when they referred to their own difficulties, whereas in referring to the difficulties of most students, they perceived *Student ability & effort related causes* as the first and most important factor. In referring to personal difficulties, they saw *Family related causes* and *Parental marital problems* as two distinct cause components. This contrasted with their views on causes of most students' difficulties, when *Family related causes* included causes relating to parental marital problems.

**Table H5 Students' Personal concerns and Most Students' Concerns:
Comparison using t tests**

	Self Mean (SD) N (2103)	Others Mean (SD) (2045)	t (df)
Dimensions of Concerns			
Family related concerns	3.81(0.74)	3.25(0.69)	24.89** (4110.60)
Psychological wellbeing	3.61(0.79)	3.33(0.75)	1.89** (4111.20)
School related problems	3.50(0.81)	3.12(0.79)	14.91** (4118)
Maladjusted behaviour	4.37(0.75)	3.76(0.92)	23.38** (4123)
Peer relationship problems	3.85(0.81)	3.45(0.84)	15.85** (4132)
Physical appearance	2.97(0.85)	2.63(0.83)	13.26** (4129)
Study concerns	2.08(0.84)	2.16(0.85)	-3.20* (2140)
Friendship	2.27(0.73)	2.33(0.70)	NS
Political future	3.33(1.27)	3.39(1.10)	NS
Learning Problems	3.07(0.69)	2.88(0.68)	8.59** (4117)
Cause Components			
Student ability & Effort	2.98(0.68)	2.99(0.64)	NS
School related causes	3.13(0.90)	3.00(0.84)	4.84** (4100.09)
Family related causes	3.50(0.98)	3.00(0.78)	17.85** (3968.71)
Peer influence	3.71(0.81)	3.23(0.81)	18.84** (4106)
Generation gap	2.61(0.90)	2.55(0.76)	NS
Parental marital problems	4.28(0.98)	3.56(0.91)	24.58** (4110.55)
Meeting expectations	3.18(0.85)	2.93(0.81)	9.73** (4121)
Curriculum	3.04(0.86)	2.92(0.83)	4.29** (4131)
Classroom discipline	3.21(0.85)	3.02(0.83)	7.59** (4115)

Note: * at $p < 0.01$ ** $p < 0.001$ NS Non-significant

Lower scores indicate greater agreement.

Personal = Students' perception of personal concerns and causes

Other = Students' perception of most students' concerns and causes

5. A Comparison of Strength of Agreement

Empirical scores were computed with reference to the factor structure derived from principal component analysis on students' personal concerns and most students' concerns. To enable cross comparison, the following criteria were adopted in computation: [i] For factors which were found in both cases, only common items were selected for aggregation. [ii] *F9 Dating and Political future*, a dimension of personal concern, only had Item 40 in common with *F10 Future*, a dimension of most students' concern. This dimension is renamed *Political future* in the comparison. [iii] *F8 Learning problems* is a dimension only most of students' concerns. An empirical score for *Learning problems* as a dimension of personal concern was computed by aggregating the items which made up this factor as a dimension of students' concerns. [iv] *F6 Educational future*, a dimension of students' personal concerns, and *F6 Study concerns*, a dimension of most students' concerns, share Items 3 and 4. So this dimension is renamed *Study concerns* for comparison.

Similarly, empirical scores on cause components were computed, based on the factor structures. In computing the empirical scores for *Family related causes* in both cases, only items referring to parents' communication style were selected. *Parental marital problems* emerged as a cause component when students perceived their own difficulties, but was not found when students referred to students' difficulties. To facilitate comparison, two sets of empirical scores for *Parental marital problems* were generated, one from each set of students' responses. (4) Similarly, two sets of empirical scores were separately computed for *Generation gap*.

Following these procedures, ten empirical concern scores and nine cause component score were computed separately from the two sets of students' responses. These empirical scores were then employed as dependent variables in the subsequent statistical analysis.

As indicated in Table H5, *t* test findings revealed significant differences in perception. Though students indicated agreement on *Study concerns*, they perceived themselves as having more of these concerns than other students. In contrast, they perceived other students having more *Learning problems* and concern for *Physical appearance* than they did themselves. Further, they perceived themselves having less problems than most students in *Psychological wellbeing*, *Family related concerns*, and *School related problems*. Similarly, they did not find themselves having so much *Peer relationship problems* or *Maladjusted behaviour*.

In causal attribution, students attributed more cause of other students' difficulties to *School related causes*, *Classroom discipline* and *Curriculum*, than they did when referring to their personal difficulties. Similarly, they referred more to *Family related causes*, *Parental marital problems*, *Peer influence* and *Meeting expectations* when referring to most students' difficulties than they did when considering their own difficulties.

No significant differences, however, were found in their views of *Friendship* and *Political future*, and of *Student ability & Effort* and *Generation gap* as causes either of their own difficulties or those of most students. They agreed that desire for friendship with both sexes was a concern common to themselves and most students, and a gap in thinking with parents was a cause of their personal and most students' difficulties. They were, however, divided regarding Hong Kong's political future as a personal and most students' concern, and student ability and effort as contributory causes.

6. Summary of Findings

(1) Comparison of the factor structures revealed overall similarities in students' views on their personal concerns and most students' concerns, and in their attribution of causes of both personal difficulties and of those of most students. Difference was mainly found in the make-up of minor factors. The overall similar structure suggested that students held a structure of belief regarding students' concerns and causation, whether these concerns were personally experienced or objectively perceived in other students.

(2) Comparison of individual items revealed gain overall similarities in perception. Study-related concerns, poor classroom discipline, and developmental concerns like friendship, physical appearance were perceived by students as the top concerns experienced both by themselves and by students. Drug and alcohol abuse, associating with undesirable peers, having suicidal thoughts, peer relationship problems, and having uncaring parents, were concerns considered of lesser importance. Students referred to students' lack of interest and effort and high parental expectation as the top causes of their personal and most students' difficulties. Parental marital problems, peer influence and competition, or non-challenging lessons were causes least considered.

(3) Significant difference, however, was identified in their strength of agreement. Students perceived themselves in comparison with most students as having more study concerns, but less concerns for physical appearance, less problems in learning and their psychological well being, less relationship problems with family, peers and school and less maladjusted behaviour. In causal attribution, except for *Student ability & effort* and *Generation gap*, students referred to these components as leading to students' difficulties significantly more than to personal difficulties.

APPENDIX J

STUDENTS' PERSONAL CONCERNS AND CAUSES:
EFFECTS OF STUDENTS' AND TUTORS' PERSONAL CHARACTERISTICS
AND SCHOOL CHARACTERISTICS

Table J1 Students' Personal Concerns and Causes of Difficulties:
Analysis of Students' Gender and Age Effects

	Gender		Age		F		G x A
	Male	Female	11-14 yr	=<15 yr	Gender	Age	
	N(1026)	(1067)	(1620)	(467)	(df)		
Dimensions of Personal Concerns							
Family related concerns	3.85 (0.74)	3.77 (0.75)	3.84 (0.74)	3.72 (0.75)	7.53*	9.50*	0.96
Psychological wellbeing	3.45 (0.72)	3.33 (0.73)	3.40 (0.72)	3.32 (0.73)	14.56**	5.10	0.88
School related problems	3.35 (0.83)	3.63 (0.76)	3.50 (0.83)	3.46 (0.86)	60.33**	0.88	0.96
Peer relationship problems	3.82 (0.83)	3.89 (0.79)	3.87 (0.81)	3.83 (0.82)	4.05	0.72	1.56
Maladjusted behaviour	4.28 (0.82)	4.47 (0.67)	4.41 (0.73)	4.21 (0.82)	33.97**	15.94**	4.75
Physical Appearance & friendship	2.68 (0.65)	2.70 (0.64)	2.70 (0.64)	2.67 (0.67)	0.26	0.67	8.73*
Study Concern & future	2.32 (0.84)	2.21 (0.79)	2.26 (0.79)	2.29 (0.89)	10.16*	0.31	0.25

Table J1 continued

Cause Components	Gender		Age		F		
	Male	Female	11-14 yr	=<15 yr	Gender	Age	G x A
	N(1026)	(1067)	(1620)	(467)			
School related causes	3.06 (0.85)	3.12 (0.77)	3.10 (0.81)	3.04 (0.79)	2.87	2.44	0.26
Student ability & effort	3.02 (0.70)	2.93 (0.66)	2.99 (0.78)	2.93 (0.68)	10.35*	2.41	0.06
Family related causes	3.14 (0.78)	2.97 (0.81)	3.09 (0.80)	2.94 (0.79)	26.91**	14.90**	3.55
Peer influences	3.62 (0.82)	3.78 (0.79)	3.71 (0.82)	3.66 (0.79)	20.50**	1.44	0.87
Parental marital problems	4.29 (0.95)	4.26 (1.00)	4.31 (0.95)	4.16 (1.08)	0.44	8.60*	2.54
Meeting expectations	3.10 (0.89)	3.24 (0.80)	3.16 (0.85)	3.19 (0.85)	14.11**	0.32	0.72
Curriculum	3.24 (0.61)	3.34 (0.60)	3.29 (0.61)	3.33 (0.61)	12.34**	1.39	0.67
Classroom discipline	3.15 (0.88)	3.27 (0.81)	3.22 (0.86)	3.19 (0.85)	9.63*	0.63	0.00

Note: * $p < 0.01$ 88 $p < 0.001$
 Lower scores indicate greater agreement
 df ranging from 2039 to 2074

**Table J2 Students' Personal Concerns and Causes:
Students' Social Class Difference**

	Fa Occupation			Fa Education			Housing	
	Prof	Workers	No	P+JS	SS	Ter	Pri	Pub
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)
	N=450	N=1413	N=45	N=843	N=420	N=104	N=1007	N=985
Dimensions of Concerns								
Family related concerns	3.87 (0.77)	3.81 (0.72)	3.70 (0.84)	3.78 (0.74)	3.82 (0.76)	3.98 (0.75)	3.83 (0.77)	3.77 (0.72)
Psychological wellbeing	3.42 (0.75)	3.39 (0.71)	3.28 (0.75)	3.35 (0.72)	3.42 (0.76)	3.42 (0.75)	3.40 (0.74)	3.36 (0.70)
School related problems	3.56 (0.85)	3.52 (0.79)	3.32 (0.94)	3.52 (0.86)	3.56 (0.88)	3.62 (0.88)	3.54 (0.82)	3.44 (0.80)
Peer relationship problems	3.94 (0.79)	3.85 (0.80)	3.59 (0.97)	3.84 (0.84)	3.92 (0.82)	3.89 (0.76)	3.88 (0.83)	3.84 (0.79)
Maladjusted behaviour	4.44 (0.73)	4.37 (0.75)	4.24 (0.87)	4.36 (0.80)	4.41 (0.71)	4.41 (0.66)	4.41 (0.74)	4.34 (0.77)
Physical Appearance & Friendship	2.72 (0.66)	2.69 (0.64)	2.56 (0.67)	2.68 (0.64)	2.71 (0.67)	2.71 (0.68)	2.72 (0.67)	2.66 (0.62)
Study concerns & future	2.30 (0.82)	2.27 (0.83)	2.02 (0.78)	2.26 (0.81)	2.36 (0.88)	2.30 (0.81)	2.28 (0.82)	2.24 (0.82)

Table J2 continued

	Fa Occupation			Fa Education			Housing	
	Prof	Workers	No	P+JS	SS	Ter	Pri	Pub
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)	(SD)
	N(450)	(1413)	(45)	(843)	(420)	(104)	(1007)	(985)

Cause components

School related causes	3.13 (0.82)	3.11 (0.79)	2.97 (0.84)	3.10 (0.82)	3.12 (0.83)	3.19 (0.81)	3.11 (0.79)	3.06 (0.82)
Student ability & effort	3.02 (0.68)	2.98 (0.68)	2.72 (0.75)	2.97 (0.69)	3.06 (0.71)	3.09 (0.72)	3.99 (0.68)	2.95 (0.70)
Family related causes	3.06 (0.85)	3.07 (0.78)	2.90 (0.99)	3.01 (0.76)	3.17 (0.83)	3.17 # (0.85)	3.08 (1.02)	3.03 (0.96)
Peer influences	3.79 (0.82)	3.68 (0.80)	3.68 (1.02)	3.68 (0.79)	3.75 (0.84)	3.77 (0.74)	3.73 (0.82)	3.67 (0.80)
Parental marital problems	4.35 (0.92)	4.32 (0.92)	4.21 (1.06)	4.29 (0.99)	4.34 (0.91)	4.39 (0.86)	4.31 (0.97)	4.26 (0.98)
Meeting expectations	3.20 (0.86)	3.18 (0.84)	3.10 (1.02)	3.21 (0.85)	3.17 (0.82)	3.13 (0.84)	3.15 (0.86)	3.20 (0.84)
Curriculum	3.36 (0.61)	3.29 (0.60)	3.25 (0.57)	3.29 (0.58)	3.33 (0.64)	3.35 (0.61)	3.33 (0.58)	3.26 * (0.63)
Classroom discipline	3.27 (0.85)	3.21 (0.86)	2.97 (1.01)	3.18 (0.86)	3.35 (0.85)	3.23 (0.80)	3.26 (0.83)	3.16 (0.87)

Note: * $p<0.01$ ** $p<0.001$
significant group difference P+JS v. SS at $p=0.01$
Fa = Father
Prof = Professional
Workers = Manual & Services Workers
No = No Education
P+JS = Primary & Junior Secondary Education
SS = Senior secondary Education
Ter = Tertiary Education
Pri = Private housing
Pub = Public housing

**Table J3 Students' Personal Concerns and Causes of Difficulties:
Analysis of Students' Banding and Guidance Focus Effects**

	Banding		Guidance Focus		F values		Inter- action
	Top (1136)	Low (757)	PAB (1291)	REM (604)	Banding	Guid focus	
Dimension of Concerns							
Family related concerns	3.86 (0.73)	3.75 (0.77)	3.82 (0.73)	3.80 (0.76)	10.33*	0.23	1.42
Psychological wellbeing	3.43 (0.73)	3.34 (0.71)	3.39 (0.73)	3.37 (0.71)	5.99	0.06	0.07
School related problems	3.66 (0.75)	3.25 (0.83)	3.56 (0.80)	3.35 (0.81)	99.76**	2.02	6.57
Peer relationship problems	3.91 (0.80)	3.78 (0.85)	3.86 (0.83)	3.86 (0.77)	12.75**	2.46	7.46*
Maladjusted behaviour	4.51 (0.66)	4.24 (0.78)	4.40 (0.72)	4.32 (0.73)	51.97**	0.42	6.07
Physical Appearance & friendship	2.73 (0.63)	2.65 (0.68)	2.70 (0.66)	2.67 (0.62)	4.41	0.12	0.21
Study Concern & future	2.29 (0.85)	2.20 (0.77)	2.22 (0.83)	2.32 (0.78)	12.20**	11.99*	0.05
Cause Components							
School related causes	3.19 (0.80)	2.91 (0.80)	3.10 (0.81)	3.02 (0.84)	51.66**	0.52	0.52
Student ability & effort	3.07 (0.68)	2.85 (0.67)	3.00 (0.68)	2.9 (0.69)	53.14**	0.004	0.002
Family related causes	3.08 (0.82)	3.04 (0.77)	3.05 (0.81)	3.09 (0.78)	2.30	2.87	0.98
Peer influences	3.78 (0.81)	3.59 (0.80)	3.74 (0.82)	3.63 (0.78)	17.28**	1.39	18.52**
Parental marital problems	4.40 (0.92)	4.11 (1.05)	4.29 (0.98)	4.26 (0.97)	42.49**	2.97	6.65
Meeting expectations	3.21 (0.85)	3.14 (0.86)	3.16 (0.85)	3.21 (0.86)	4.82	3.32	0.71
Curriculum	3.33 (0.64)	3.22 (0.61)	3.29 (0.62)	3.28 (0.58)	15.33**	0.99	5.53
Classroom discipline	3.38 (0.82)	3.05 (0.85)	3.32 (0.83)	3.09 (0.84)	45.27**	8.39*	15.54**

Note: * $p < 0.01$ ** $p < 0.001$ df ranging from 1850 to 1855
PAB = Preventive, Both Preventive & Remedial REM = Remedial
Lower scores indicate greater agreement

Table J4 Students' Personal Concern Dimensions and Cause Component with Significant Interaction: Individual School Difference

	LPAB			TPAB			
	S3	S6	S1	S4	S5	S7	Group Difference
Students' Personal Dimensions							
Peer relation-	3.85	3.52	4.02	3.82	3.92	3.83	S6 v S5*
ship problems	(0.89)	(0.98)	(0.73)	(0.76)	(0.78)	(0.82)	S6 v S1**
Students' Cause Components							
Peer influences	3.79	3.24	3.89	3.76	3.83	3.81	S6 v S4 **
	(0.85)	(0.82)	(0.79)	(0.76)	(0.79)	(0.79)	S6 v S7 **
							S6 v S5 **
							S6 v S1 **
Classroom	3.33	2.71	3.39	3.42	3.49	3.45	S6 v S1 **
discipline	(0.80)	(0.90)	(0.74)	(0.78)	(0.78)	(0.81)	S6 v S4 **
							S6 v S5 **
							S6 c S7 **

	TREM		TPAB			
	S10	S1	S4	S5	S7	Group Difference
Students' Personal Dimensions						
Peer relation-ship problems	3.86 (0.83)	4.02 (0.73)	3.82 (0.76)	3.92 (0.78)	3.83 (0.82)	NS
Students' Cause Components						
Peer influences	3.58 (0.88)	3.89 (0.79)	3.76 (0.76)	3.83 (0.79)	3.81 (0.79)	NS
Classroom discipline	3.12 (0.92)	3.39 (0.74)	3.42 (0.78)	3.49 (0.78)	3.45 (0.81)	NS

	TREM	LREM		Group Difference
	S10	S8	S9	
Students' Personal Dimensions				
Peer relation-ship problems	3.86 (0.83)	3.85 (0.66)	3.86 (0.79)	NS
Students' Cause Components				
Peer influences	3.58 (0.88)	3.73 (0.68)	3.59 (0.76)	NS
Classroom discipline	3.12 (0.93)	3.11 (0.81)	3.04 (0.92)	NS

Table J4 continued

	LPAB		LREM		Group Difference
	S3	S6	S8	S9	
Students' Personal Dimensions					
Peer relation-ship problems	3.85 (0.89)	3.52 (0.98)	3.85 (0.66)	3.86 (0.79)	NS
Students' Cause Components					
Peer influences	3.79 (0.85)	3.24 (0.82)	3.73 (0.68)	3.59 (0.76)	S6 v S8 ** S6 v S3 **
Classroom discipline	3.33 (0.80)	2.71 (0.90)	3.11 (0.81)	3.04 (0.92)	S6 v S8 * S6 v S3 **

Note: Lower scores indicate more agreement.

* Scheffe Tests significant group difference at $p=0.01$.

** Scheffe Tests significant group difference at $p=0.001$.

S = School

TPAB = Top Band PAB schools (S1 S4 S5 S7)

LPAB = Low Band PAB schools (S3 S6)

TREM = Top Band REM school (S10)

LREM = Low Band REM school (S8 S9)

Table J5 Tutors' Perception: Effects of Tutors' Gender and Teaching Experience

	Gender		Length of Teaching			F		
	Male N(11)	Female (42)	=<5yr (19)	6-10yr (14)	>10yr (19)	Gen	Exp	Gen x Exp
Dimensions of Concern								
Family related concerns	3.04 (0.65)	3.18 (0.59)	3.01 (0.60)	2.96 (0.67)	3.43 (0.47)	0.57	3.64	1.75
Psychological Wellbeing	2.96 (0.45)	2.83 (0.64)	2.87 (0.53)	2.34 (0.52)	3.23 (0.10)	0.21	11.85**	0.43
School related problems	3.17 (0.86)	3.44 (0.77)	3.47 (0.83)	3.00 (0.79)	3.62 (0.68)	1.29	2.83	0.46
Peer relationship problems	3.60 (0.61)	3.09 (0.82)	2.92 (0.79)	3.26 (0.56)	3.49 (0.86)	4.17	2.94	0.06
Maladjusted behaviour	3.53 (0.85)	3.81 (0.87)	3.70 (0.85)	3.40 (0.89)	4.15 (0.66)	1.73	4.07	1.17
Physical Appearance & friendship	2.58 (0.61)	2.63 (0.60)	2.60 (0.67)	2.32 (0.68)	2.90 (0.59)	0.28	4.45	0.99
Study Concern & future	2.63 (0.74)	2.69 (0.66)	2.56 (0.70)	2.78 (0.79)	2.70 (0.56)	0.01	0.42	0.05
Cause Components								
School related causes	3.58 (0.26)	3.57 (0.51)	3.51 (0.41)	3.50 (0.66)	3.68 (0.65)	0.00	0.78	0.06
Student ability & effort	2.70 (0.73)	2.90 (0.75)	3.24 (0.57)	2.27 (0.52)	2.99 (0.76)	1.95	11.05**	1.08
Family related causes	2.25 (0.50)	2.39 (0.50)	2.46 (0.45)	2.07 (0.42)	2.53 (0.49)	1.76	4.59	0.00
Peer influences	3.30 (0.48)	3.15 (0.65)	3.16 (0.82)	3.04 (0.79)	3.38 (0.64)	0.27	1.40	1.27
Parental marital problems	2.45 (0.96)	2.92 (0.82)	2.81 (0.90)	2.46 (0.86)	3.16 (0.73)	4.05	3.43	1.74
Meeting expectations	2.95 (1.08)	3.30 (0.65)	2.97 (0.75)	3.60 (0.40)	3.23 (0.90)	1.40	2.66	1.61
Curriculum	3.21 (0.65)	3.44 (0.67)	3.54 (0.60)	3.04 (0.80)	3.49 (0.57)	1.65	3.01	0.78
Classroom discipline	3.09 (0.88)	3.52 (0.86)	3.34 (0.85)	3.39 (0.96)	3.37 (0.86)	1.30	0.00	0.75

Note: * $p < 0.01$ ** $p < 0.001$ df ranging from 49 to 51
PAB = Preventive, Both Preventive & Remedial REM = Remedial
Lower scores indicate greater agreement
Gen = Gender Exp = Teaching Experience

Table J6 Tutors' Perception: Effects of Banding and Guidance Focus

	Banding		Guidance Focus		F values		
	Top N (28)	Low (20)	PAB (33)	REM (15)	Banding	Guid focus	Banding x Guid
Dimension of Concerns							
Family related concerns	3.16 (0.54)	3.08 (0.71)	3.15 (0.73)	3.07 (0.76)	0.11	0.07	0.04
Psychological Wellbeing	3.00 (0.45)	2.69 (0.74)	2.88 (0.59)	2.83 (0.65)	3.08	0.06	0.28
School related problems	3.65 (0.73)	2.98 (0.74)	3.53 (0.74)	3.06 (0.84)	6.62	1.50	0.18
Peer relationship problems	3.25 (0.85)	3.13 (0.75)	3.15 (0.87)	3.31 (0.64)	0.45	0.60	0.91
Maladjusted behaviour	4.09 (0.71)	3.50 (0.83)	3.85 (0.85)	3.80 (0.73)	7.08	0.33	0.04
Physical Appearance & friendship	2.76 (0.58)	2.51 (0.59)	2.59 (0.58)	2.80 (0.60)	3.39	2.42	0.49
Study Concern & future	2.48 (0.59)	2.83 (0.74)	2.56 (0.68)	2.77 (0.67)	2.49	0.38	0.63
Cause Components							
School related causes	3.67 (0.45)	3.46 (0.52)	3.56 (0.54)	3.60 (0.36)	2.18	0.36	0.62
Student ability & effort	3.19 (0.66)	2.42 (0.55)	2.94 (0.78)	2.66 (0.54)	15.26**	0.05	1.21
Family related causes	3.08 (0.82)	3.04 (0.77)	2.42 (0.41)	2.23 (0.52)	2.52	0.98	1.69
Peer influences	3.23 (0.65)	3.15 (0.58)	3.07 (0.63)	3.48 (0.46)	1.12	6.03	0.14
Parental marital problems	2.87 (0.80)	2.77 (0.92)	2.84 (0.85)	2.80 (0.88)	0.12	0.01	0.09
Meeting expectations	3.10 (0.75)	3.42 (0.81)	3.13 (0.82)	3.47 (0.66)	1.12	1.09	0.86
Curriculum	3.39 (0.63)	3.33 (0.77)	3.33 (0.71)	3.44 (0.66)	0.18	0.36	0.37
Classroom discipline	3.66 (0.86)	2.95 (0.75)	3.53 (0.86)	3.00 (0.84)	6.33	1.89	0.04

Note: * $p < 0.01$ ** $p < 0.001$ df ranging from 46 to 47
PAB = Preventive, Both Preventive & Remedial REM = Remedial
Lower scores indicate greater agreement

Table J7 Students and Tutors' Perception: Influence of Streaming

		High Ach.		Low Ach.		t
		P	N(860)	(692)		
		C	N(18)	(20)		
Dimensions of Concern						
Family related concerns	P	3.80	(0.74)	3.76	(0.76)	NS
	C	3.23	(0.64)	3.10	(0.63)	NS
Psychological wellbeing	P	3.35	(0.72)	3.37	(0.74)	NS
	C	3.07	(0.65)	2.71	(0.65)	NS
School related problems	P	3.44	(0.83)	3.34	(0.83)	NS
	C	3.66	(0.72)	3.03	(0.80)	NS
Peer relationship problems	P	3.81	(0.83)	3.85	(0.83)	NS
	C	3.18	(0.88)	3.36	(0.61)	NS
Maladjusted behaviour	P	4.34	(0.78)	4.28	(0.78)	NS
	C	3.81	(1.01)	3.51	(0.76)	NS
Physical appearance & Friendship	P	2.68	(0.68)	2.68	(0.63)	NS
	C	2.61	(0.64)	2.63	(0.63)	NS
Study concerns & future	P	2.37	(0.84)	2.16	(0.75)	5.00 (1528.23)**
	C	2.94	(0.67)	2.78	(0.63)	NS
Cause Components						
School related causes	P	3.05	(0.80)	3.01	(0.81)	NS
	C	3.61	(0.46)	3.52	(0.48)	NS
Student ability & effort	P	02.98	(0.68)	2.84	(0.68)	4.8 (1514)**
	C	2.92	(0.87)	2.52	(0.61)	NS
Family related causes	P	3.06	(0.79)	3.04	(0.81)	NS
	C	2.36	(0.50)	2.26	(0.56)	NS
Peer influences	P	3.64	(0.84)	3.69	(0.77)	NS
	C	3.12	(0.69)	3.31	(0.48)	NS
Parental marital problems	P	4.21	(1.00)	4.22	(1.02)	NS
	C	3.02	(0.85)	2.72	(0.99)	NS
Meeting expectations	P	3.17	(0.86)	3.19	(0.83)	NS
	C	3.41	(0.75)	3.42	(0.59)	NS
Curriculum	P	3.33	(0.62)	3.25	(0.61)	NS
	C	3.67	(0.47)	3.23	(0.72)	NS
Classroom discipline	P	3.16	(0.88)	3.12	(0.37)	NS
	C	3.31	(0.97)	3.17	(0.88)	NS

Note: * $p < 0.01$ ** $p < 0.001$ NS Non-significant

Table J8 Students' Personal Concerns and Causes: Contribution of Students' and Tutors' Personal and School Characteristics- Summary of Findings

	Students						Tutors			School							
	Gen	Age	GxA	Soc			Gen	Exp	GxE	Band		Guid		BxG		Stream	
				FO	FE	H											
	P	P	P	P	P	P	C	C	C	P	C	P	C	P	C	P	C
Concerns																	
PD1	Y	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-
PD2	Y	-	-	-	-	-	-	Y	-	-	-	-	-	-	-	-	-
PD3	Y	-	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-
PD4	-	-	-	-	-	-	-	-	-	Y	-	-	-	Y	-	-	-
PD5	Y	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-
PD6	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PD7	Y	-	-	-	-	-	-	-	-	Y	-	Y	-	-	-	Y	-
Total	5	2	1	0	0	0	0	1	0	5	0	1	0	1	0	1	0
Causes																	
PC1	-	-	-	-	-	-	-	-	-	Y	-	-	-	-	Y	-	-
PC2	Y	-	-	-	-	-	-	Y	-	Y	Y	-	-	-	-	Y	-
PC3	Y	Y	-	-	Y	-	-	-	-	-	-	-	-	-	-	-	-
PC4	Y	-	-	-	-	-	-	-	-	Y	-	-	-	Y	-	-	-
PC5	-	Y	-	-	-	-	-	-	-	Y	-	-	-	-	-	-	-
PC6	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PC7	Y	-	-	-	-	Y	-	-	-	Y	-	-	-	-	-	-	-
PC8	Y	-	-	-	-	-	-	-	-	Y	Y	-	-	Y	-	-	-
Total	6	2		0	1	0	0	1	0	6	2	0	0	2C	0	0	0

Note:

PD1 Family related Concerns
PD2 Psychological wellbeing
PD3 School related problems
PD4 Peer relationship problems
PD5 Maladjusted behaviour
PD6 Physical appearance & Friendship
PD7 Study concerns & future

PC1 School related causes
PC2 Student ability & effort
PC3 Family related causes
PC4 Peer influences
PC5 Parental marital problems
PC6 Meeting expectations
PC7 Curriculum
PC8 Classroom discipline

Gen Gender
Exp Teaching experience
GxA Interaction of Gender & Age
GxE Interaction of Gender & Teaching experience

Band Banding
Guid Guidance Focus
BxG Interaction of Banding & Guidance Focus

Soc Social class
FO Fathers' Occupation
FE Fathers' Education
H Housing

P Students' responses
C Tutors' responses
Y Significant effect

APPENDIX K

STUDENTS' AND TEACHERS' SHARED BELIEFS ON ADJUSTMENT:

QUALITATIVE DATA

Table K1 Image of a Well-Adjusted Student: Students' Views

Categories	Sub categories	Images	Frequency
Physical Appearance		Handsome	1
		Wearing glasses	2
		Big brain	1
		No black eyes	2
		(= Sleeps well)	
Personality		Open	1
		Optimistic	1
		Not calculating	1
		Active	1
		Kind hearted	1
		Gentle	1
		Not playful	1
		Has sense of humour	1
		Practical	1
Emotional/ Psychological wellbeing	Emotion	Happy, smiling	9
		Full of life	1
		No worries	1
	Self-esteem	Much confidence	2
		Thinks of oneself as perfect	1
Ability	Gifted	Clever/smart	8
		Genius	4
		Talented	2
	Effort	diligent	8
	Will Power	Patient	1
		Not easily disturbed	3
		Not easily influenced	1
		Concentrated, no day dreaming	1
	Goals	Realistic goals	1
		Has aims for future	3
		Flexible	5
		Faces and deals with	1
	Coping	problems	
		Seeks help	2
		Makes decision	1
		Able to adjust to school life	2

Table K1 continued

Categories	Sub categories	Images	Frequency
Academic & Behaviour Performance	School	Very good in school work	9
		Respects & likes school	5
		Enjoys lesson	1
		Liked by teachers	1
	All round	Good in learning and in sport	10
	Behaviour	Good conduct	3
		No problems	2
		Good student	1
Relationships		Many friends	4
		Popular	1
		Relates well with people	3
		Harmonious family relationship	1

Table K2 Image of a Well-Adjusted Student: Teachers' Views

Categories	Sub categories	Images	Frequency
Physical Appearance			0
Personality		Open	1
		Optimistic	2
		Taking initiative	3
		Respectful	2
		Positive thinking	3
		Not so egocentric	1
	Emotion	Happy, smiling	10
Emotional/ Psychological wellbeing	Self image	Sure of oneself	1
		Confident	1
		Appreciates oneself	1
		Accepts own limitations	2
		Improve oneself	4
Ability	Gifted		0
	Effort		0
	Thinking	Reasons well	1
		Mature	1
		Reflective	1
	Will Power	Doesn't give up when facing difficulties	2
		Not easily influenced	2
	Goals	Knows what he/she wants	1
	Coping	Flexible	2
		Faces and deals with problems	2
		Seeks help from teachers	8
		Able to adjust to school life	2
	Risk taking	Tries new things	1

Table K2 continued

Categories	Sub categories	Images	Frequency
Academic & Behaviour Performance	School	Enjoys learning	1
		Liked by teachers	1
		Good student	1
		Hands in homework	1
		Respects & likes school	5
		Takes part in sports	1
		Steady in learning	1
	Behaviour	Does not skip classes or play truancy	2
		No problems (learning or behavioural)	3
		All round	0
Relationships	Takes initiative	More contact with peers after class	1
		Active social life	1
		Takes initiative to talk to teachers	1
		Good relationship with teachers	4
		Good relationship with peers	3
		Good relationship with family	1
		Does not attack others	1
	Acceptance	Gives and takes	1
		Accepting others	1

Table K3 Image of A Maladjusted Student: Students' Views

Categories	Sub categories	Images	Frequency
Physical Appearance		Wears glasses	2
		Silly looking	1
Personality	Introverted	Withdrawn	4
		Shy	1
		Quiet	1
		Self-centred	3
	Temperament	Easily provoked	2
		Irritable	1
		Stubborn	1
		Playful	1
Emotional/ Psychological wellbeing	Emotion	Not happy	8
		Sulking all day	2
		Confused	1
		Gloomy	1
	Anxiety	Anxious	2
	Self-esteem	Low esteem	1
Ability	Lack of ability	Stupid	4
		No talents	1
	Effort	Lazy	3
	Thinking	Immature	1
		Can't make judgments	1
		Rigid	2
	Will Power	Easily influenced	1
		Can't concentrate,	1
	Goals	No plans for future	1
	Coping	Avoids reality	1
		Doesn't take initiative	4
		to ask for help	
		Doesn't have means of	1
		coping	1

Table K3 continued

Categories	Sub categories	Images	Frequency
Academic & Behaviour Performance	School	Poor in school work	9
		No interest in school work	4
		Not doing homework	3
		Sleeping in class	1
	Behaviour	Disruptive & does not keep school rules	11
		Disrespectful	1
		Uses foul language	3
		Muttering to oneself	1
		Smokes	1
		Uses drugs	1
		Runs away from home	1
		Hangs around game centres	1
		Involved with undesirable people	1
Relationships		No friends	1
		Isolated/rejected	5
		Can't relate with others	5
		Not liked by peers	1
		Easily led and influenced by peers	1
		Poor relationships with family	2

Table K4 Image of A Maladjusted Student: Teachers' Views

Categories	Sub categories	Images	Frequency
Physical Appearance		dirty	1
Personality	Introvert	Withdrawn	7
		Alone	1
		Quiet	1
		Self-centred	2
	Temperament	Rebellious	3
		Sensitive	2
		Passive	1
Emotional/ Psychological wellbeing	Moods	Sad	2
		Confused	3
		Blaming self	1
	Anxiety	Anxious	3
	Self esteem	Low self image	1
		No confidence	2
		No security	2
Ability	Lack of ability		0
	Effort	Lazy	2
	Thinking	Immature	1
		Can't take responsibility	1
		Can't accept others' viewpoints	2
		Rigid	2
		Poor judgment	1
	Will Power	Weak concentration	1
	Goals	No goals	2
	Coping	Doesn't take initiative to solve problems	1
		Avoidance	1
		Afraid of failure	1
		Not receptive to teachers' help	1
		Not willing to tell teachers about feelings	1

Table K4 continued

Categories	Sub categories	Images	Frequency
Academic & Behaviour Performance	School	Poor in school work	4
		No interest in school work	5
		Not doing homework	2
	Behaviour	Rebellious	2
		Disorganized	1
		disruptive & does not keep school rules	4
		No sense of belonging	1
		Attention seeking	3
		Forming gangs	5
		Doesn't like home	1
		Afraid of going to school	1
		Truancy	1
Relationships		No friends	1
		Isolated/rejected	4
		Can't relate with others	1
		Not liked by peers	1
		Not liked by teachers	1
		Poor social skills	1

**Table K5 Concerns Experienced by Well-Adjusted Students:
Students' Views**

Categories	Concerns	Frequency
Study-related concerns	To get better grades	38
	Future - promotion, choice of subjects	5
	No study problems	1
Friendship	To have more friends	22
	How to relate with friends	10
	Their own importance for friends	1
	Care about their friends and how to help	2
	peer competition	1
School & society	Concerned about what's going on in the world	8
	Cares about school	5
Relationships	Meeting parents' expectations	1
	Some conflicts with parents	1
	Relationships with parents	1
No problems		5

**Table K6 Concerns Experienced by Maladjusted Students:
Students' Views**

Categories	Concerns	Frequency
Learning difficulties	Can't keep up with school work	19
	Poor in academic performance	
	Do not hand in homework	1
Peer relationship problems	No friends, desire for more friends	11
	Communication problems with peers	4
	Not accepted by peers	8
	Bullied/teased by peers	7
	Mixing with undesirable peers	7
Family related problems	Pressure from parents	2
	Uncaring parents	2
	Parents separated	1
School related problems	Communication problems with teachers	1
	Picked on by teachers	2
	Behavioural problems in class	2
	Not keeping school rules	1
	Uses foul language	1

**Table K7 Concerns Experienced by Well-Adjusted Students:
Teachers' Views**

Categories	Concerns	Frequency
Study related concerns	To get better grades	14
	Future - promotion, choice of subjects	3
	Worries about tests	1
	No learning problems	2
Friendship	How to cultivate peer relationships	4
	How to help peers	3
	No peer relationship problems	2
School & society	Cares about own school	2
	Cares about social issues	1
Relationships	Cultivating relationship with teachers	2
	Cares about relationship with parents	1
Self enhancement	Care about self development	1
	Learns new things	1
	Cares about performance in sports and activities	2
No problems		1

**Table K8 Concerns Experienced by Maladjusted Students:
Teachers' Views**

Categories	Concerns	Frequency
Learning difficulties	Can't keep up with school work	17
	Learning problems	10
	Can't finish homework	1
Peer relationship problems	Relationships problems with peers	4
	Not accepted, isolated by peers	3
	Quarrels with peers	2
	Mixing with undesirable peers	3
Family related problems	Problems at home	3
School related problems	Behavioural problems	7
	Truancy	2
	Smoking	1
	Doesn't like school	2
	Disruptive in class	5
	Relationship problem with teachers	2
Emotional problems	Unstable emotion	1

Table K9 **Reasons for Good Adjustment: Students' Views**
Category: **Family related causes**

Sub-categories	Frequency	Quotations
Care support, encouragement	16	'Parents care about them and their study.' 'Parents care about their performance at school.' 'Parents know how to teach them.' 'Parents are educated and know how to teach them.' 'Parents encourage them.' 'Family encourages them to study.' 'Parents and family members encourage them.' 'Their brothers and sisters help them.'
Happy home/ no pressure	3	'Family makes them feel happy.' 'Family doesn't put so much pressure on them.'

Category: Student related causes

Sub-categories	Frequency	Quotations
Personality/ Inborn	24	'They are flexible.' 'Good adjustment comes from their own character.' 'They are optimistic.' 'They are open.' 'They are patient.' 'They are more tolerant, e.g. they bear with the heat in the classroom' 'They have confidence in themselves.' 'They are happy.' 'They have been able to adjust to all situations since they were very young.' 'Good adjustment comes from birth.' 'Whether they are good or bad all depends on themselves.'
Good ability	6	'They have very good ability to adjust.' 'They have their own willpower.' 'They are clever.' 'They can make good judgments.' 'They know how to manage time.' 'They will not get impatient or bored in the classroom.'

Table K9 continued

Sub-categories	Frequency	Quotations
Effort/ interest	7	'It's because they are interested in many things.' 'It's because of their own attitude.' 'They are serious in attitude, and work hard.' 'They are not lazy.' 'They study hard.' 'They take the initiative to make friends.' 'They take the initiative to take part in activities.'
Good foundation/ standard	5	'They have a good foundation in study.' 'They have been good at study since primary school.' 'Their English standard is very good.'

Category: Peer related causes

Sub-categories	Frequency	Quotations
Supportive friends	11	'They have friends who support them.' 'Friends help them, study with them.' 'Friends guide and support them.'
Good peer relationships	1	'They have good relationships with peers.'

Table K9 continued

Category: School related causes

Sub-categories	Frequency	Quotations
Teaching methods	7	'Adjustment is related to teachers' teaching method. If the teaching is very boring, the students won't be interested. If teachers used lively methods, the students would be more attentive.' 'Teachers should teach in a lively manner, not just teaching from books, but using their own examples for the students.'
Caring teachers	7	'They have good teachers.' 'Teachers are caring towards them.' 'Good adjustment is related to the teachers themselves. Teachers should talk to students and get classmates to help them to adjust.' 'Teachers are caring.'
Learning environment	4	'Quiet learning environment.'
Good teacher-student relationships	4	'If teachers do not have harmonious relationships with students, students can't study well.' 'They like their teachers.'
Belonging	3	'If they like the school, they will adjust better.'

Table K10 Reasons for Maladjustment: Students' Views

Category: Family related causes

Sub-categories	Frequency	Quotations
Uncaring parents	11	'Their parents do not care for them.' 'Parents neglect them.' 'Parents like other siblings more.' 'Parents like boys more than girls.' 'Parents don't like them.' 'Nobody has really cared for them since they were small.' 'Their parents scold them all the time.' 'They find their parents not caring, so they feel they don't have a place at home.'
Family problems (Broken home, parental discord)	11	'Their homes are broken, and this causes them psychological problems.' 'They have family problems. their parents are separated.' 'They come from a single-parent family.' 'The family has financial problems.' 'They see their parents arguing, and this affects their development.' 'Their parents fight all the time.'
Lack of parental guidance	3	'Their parents don't teach them.' 'It's related to parents' guidance.' 'Their family does not help them to adjust.' 'Their parents are not at home to look after them.' 'Parents go out to work and don't have time with their children. They just give their children material things but not care.'
Pressure/ expectation	4	'Parents like to compare them with others.' 'Parents put pressure on them, scold them.'
Over-protective parents	2	'Some parents are too over-protective, make them too dependent.'
Home environment	1	'It's too noisy at home.'

Table K10 continued

Category: Student related causes

Sub-categories	Frequency	Quotations
Personality/ inborn	11	'They have no willpower, therefore they are easily influenced by others.' 'It's all due to their bad personality.' 'They themselves are too passive.' 'They get annoyed too easily.' 'It's because of their personality, too withdrawn.' 'Maladjustment began in primary school.'
Effort/initiatives	7	'They have to be responsible for their own behaviour.' 'They do not take the initiative to talk to friends.' 'They do not pay attention in class.' 'They do not make friends with others.'
Coping skills	6	'They find school work difficult, and try to escape.' They do not face reality.' 'They do not know how to look for help.' 'They do not ask help from teachers.'
Poor standard/ foundation	2	'Their performance has been bad since primary school.'

Category: Peer related causes

Sub-categories	Frequency	Quotations
Peer influences	11	'They are influenced by their friends.' 'Classmates are noisy and this affects their adjustment.' 'Classmates quarrel in class' 'They have bad friends.' 'They are influenced by bad schoolmates.'
Peer rejection	6	'Peers don't like them.' 'Their friends are prejudiced against them, and they are prejudiced against their friends.' 'They are bullied by peers.' 'They don't have friends who care for them.'

Table K10 continued

Category: School related causes

Sub-categories	Frequency	Quotations
Curriculum	14	'Too many subjects are in English.' 'It's very boring for them to have English all the time.' 'Lessons are taught in English. Even though they can't understand, they still have to attend lessons.' 'In primary schools Chinese is used, but in secondary schools, lessons are in English.' 'School work is too difficult.'
Teaching methods	3	'Teachers do not teach them well.'
Teacher management	2	'Teachers look down upon them.' 'Teachers are prejudiced against them.'
School rules and punishment system	5	'They do not like school, and feel forced to study.' 'The discipline teachers punish students all the time.' 'School rules are too strict, and make students rebellious.'
School atmosphere	3	'The school building is too old.' 'Maladjustment is caused by the school atmosphere. If schoolmates are bad, others will think that all students in that school are bad.' 'They got into a bad school.'

Category: Others

Sub-categories	Frequency	Quotations
Societal influences	2	'They need to have money to buy clothes of famous brand names.'

Table K11 Reasons for Good Adjustment: Teachers' Views

Category: Family related causes

Sub-categories	Frequency	Quotations
Care, support, encouragement	9	<p>'They have a caring family.'</p> <p>'Family helps in good adjustment.'</p> <p>'Family factor is a crucial factor (in adjustment). If the family can give children some positive encouragement, then children can adjust to any environment.'</p> <p>'Family can helps them in their school work and in dealing with their emotions.'</p> <p>'They come from a healthy family. Their parents know how to guide them and teach them.'</p> <p>'They can share their concerns with their parents.'</p> <p>'When they can talk to their parents, they usually have no problems, but are very happy and lively.'</p>
Parents' management	2	<p>'Parents closely monitor their children.'</p> <p>'Parents trust their children rather than dealing with them over-anxiously. The way in which parents manage their children has an important effect on the adjustment of students'.</p>
Security/ no pressure	3	<p>'There is not so much pressure from home.'</p> <p>'Their home gives them a sense of security.'</p> <p>'Parents give them a sense of security.'</p>
Parents trust school	1	<p>'Parents have trust in the school.'</p>

Table K11 continued

Category: Student related causes

Sub-categories	Frequency	Quotations
Personality/ Inborn	9	'(Good adjustment comes) from their personality.' 'Students' ability to adjust all depends on themselves. It's all spontaneous.' 'It's all because of their own personality.' 'It's because of their own qualities.' '(Good adjustment) is inborn.' 'Having confidence in oneself is important and helps one to adjust to the environment.'
Ability	2	'Their English is good.'
Effort/interest	0	
Good standard/ foundation	2	'Their standard is good.'
No learning problems	3	'These students don't have many learning problems.'

Category: Peer related causes

Sub-categories	Frequency	Quotations
Good peer influence	2	'They get acquainted with peers who are good and study hard.'
Supportive friends	1	'They feel supported by friends.'

Table K11 continued

Category: School related causes

Sub-categories	Frequency	Quotations
Teacher care, guidance,	5	<p>'When students first come to secondary them school, they have teachers who guide them.'</p> <p>'Teachers care about them and guide them.'</p> <p>'Tutors accept students, teach them to appreciate themselves and others.'</p> <p>'Students care about how teachers see them. If teachers are more friendly, students can adjust better.'</p>
Curriculum & Activities	2	<p>'...(Students can better adjust) when school designs activities for them to take part in and to be involved in. Then they will also have a sense of belonging.'</p> <p>'A civic education curriculum should be geared to improving students' adjustment to secondary school life, and encouraging students to talk to teachers and parents.'</p>
School atmosphere	5	<p>'Schools should not be so strict, but more caring to students.'</p> <p>'Atmosphere in class has an effect.'</p> <p>'...If school has clear goals, a good school, spirit, this will help students to identify with the goals and direction of the school. This will help.'</p> <p>'A warm school atmosphere may help.'</p> <p>'They feel accepted by the school.'</p>
School-home liaison	1	<p>'School-home liaison is important.'</p>

Table K12 Reasons for Maladjustment: Teachers' Views

Category: Family related causes

Sub-categories	Frequency	Quotations
Family problems (Broken home, parental discord)	12	'Family may have financial problems.' '(Maladjustment) is due to problems at home.' 'Their family may have problems, like, divorce, or financial problems.' 'Family problems affect their learning, so they lose interest in study, don't want to go home, and become very lost.' 'They came from a single-parent family.' 'Quarrels at home affect students.'
Uncaring parents	5	'Nobody cares for them at home. That's why they become so attention-seeking in school.' 'Parents do not care about their children. Even when there are problems, they just let teachers handle them.'
Parental expectations, pressure	2	'Too high expectations from parents.' 'Parents push their children to study in English medium schools, students don't like it, they are so stressed that they dare not stay for activities after school.'
Parental management	1	'Parents control their children too much.'
Lack of parental guidance	3	'Most parents have to work all day, and do not give sufficient supervision at home.'

Table K12 continued

Category: **Student related causes**

Sub-categories	Frequency	Quotations
Personality/ Inborn	5	' (Maladjustment) is all because of their personality.' 'The students themselves are too stubborn.' 'They have been maladjusted since they were very small.' 'They have too high expectations of themselves.' 'They have no confidence in themselves.'
Lack of ability	2	'They are weak in analytic ability.' 'They have poor ability.' 'They have no goals, they feel bored, they just become disruptive.'
Poor standard/ foundation	7	'Their school performance is too bad and can't meet the school's expectations.' 'Their standard is not up to Secondary One level, yet they have to study the curriculum for Secondary One students.' 'Their standard of English is not good.' 'They can't keep up with school work.'

Table K12 continued

Category: Peer related causes

Sub-categories	Frequency	Quotations
Peer influences	3	'They get involved with bad friends outside school.'
Peer rejection	3	'They are isolated by peers.' 'They may be teased by peers. For example, students who are boat people speak with an accent, or the name given them by their parents sounds funny. Peers like to tease them.'

Category: School related causes

Sub-categories	Frequency	Quotations
Streaming	1	'When they are streamed into a remedial class, they have a strong sense of failure. '
Curriculum	4	'The curriculum is too difficult for them.' 'The gap between primary school and secondary school is too big. In primary school, students are required to learn only a few hundred words. When they get to secondary school, they have too many subjects to study, and they are taught in English. Since they don't understand, they lose interest.'

Category: Others

Sub-categories	Frequency	Quotations
Societal influence	1	'Society influence ... What is right and wrong is no longer so clear for people, so students can't distinguish right from wrong.'
Educational system	3	'It's because of the compulsory education system. Even if students don't want to study, they still have to stay in school.' 'The problem is that we do not have elite education any longer. Even if students do not like to study, they have to sit in class.' 'The nine year compulsory education system ... Students are not allowed to repeat a year, and so their foundation is poor.'

Table K13 Means of Enhancing Students' Adjustment and Overcoming Difficulties: Students' Views

Category: Guidance Support

Sub-categories	Frequency	Quotations
Teacher guidance	21	'Teachers talk to them, to guide them.' 'Tutors to talk to them.' 'Get the guidance teachers to talk to them individually.'
Teacher care and encouragement	12	'Teachers should show more care towards the students, and encourage them.' 'He failed the first time, just scored ten marks. When he gets twenty marks next time, that's some improvement already. Teachers should encourage him.' 'Teachers should give students chances to show their potential.' 'The lady teachers treat the students kindly such as treating us to candies.' 'Teachers shouldn't scold students so much.'
Teachers' intervention	2	'If peers do not accept students, teachers need to intervene, to tell peers to play with them.' 'Teachers should tell classmates not to reject students.'
School social workers	3	'School social workers should approach students first. Students are afraid to approach school social workers of their own accord, since they may be teased by others.' 'Get the school social worker to help them.'

Category: Peer Support

Sub-categories	Frequency	Quotations
Peer guidance	15	'Friends to help them.' 'Friends to encourage them, to care about them.' 'Friends to talk to them, so that they don't keep things to themselves.' 'Classmates should not isolate them, but should accept them.'
Support of senior students	2	'If their school work is not good, school friends can help them, like the Big Brother and Big Sister Scheme.'

Table K13 continued

Category: Remedial support

Sub-categories	Frequency	Quotations
Remedial group	4	'Have more remedial classes, so that all students will have support' 'Arrange study groups.' 'Remedial class after school.' 'Let them go to a class with not such a high standard.'
Individual help	5	'Teachers should stay after school to help these students.' 'Help those with a poor standard to get a better grade.' 'Have private tuition.' 'Give them more exercises to do.'

Category: Extra-curricular activities

Sub-categories	Frequency	Quotations
Group activities	13	'Arrange more extra-curricular activities, so that students can be happier.' 'Let students take part in extra curricular activities.' 'Arrange picnics, group games, camping.' 'Arrange more group activities so that students can develop their potential.' 'School should organize more activities, so that students can get used to community life.'

Category: Teachers

Sub-categories	Frequency	Quotations
Teaching method	7	'Don't just teach from the books. Talk to the students about other things.' 'Introduce games in teaching.' 'Use activity approach in class, so that lessons won't be so boring.' 'Teachers be more humourous in class.' 'Teachers should teach the basics first.' 'Give less homework.'
Management	4	'Teachers should not say nasty things to these students to hurt their self esteem.' 'Don't punish students so much.' 'Don't punish students so often.' 'Don't be so strict with students.'

Table K13 continued

Category: School

Sub-categories	Frequency	Quotations
Improving school facilities	3	'Install air conditioning.' 'Have more lockers.'
Curriculum	1	'Translate English texts into Chinese.'
Change school	3	'Do not force these students to study in elite schools. These students don't have the interest or ability.' 'Change to another school in which they can adjust better.'

Category: Parents

Sub-categories	Frequency	Quotations
Care	2	'Parents should show more care.' 'Parents should understand children more.'
Communication	3	'Parents should talk to their children.' 'Parents need to talk to their children more.'
Management	2	'Parents should not be too strict.' 'Parents shouldn't just look at academic performance.'

Category: Students

Sub-categories	Frequency	Quotations
Seek help	3	'When students have problems, talk to friends and family. Don't hide them.' 'Seek help from teachers.' 'Talk about their problems.'
Take initiative	5	'Don't stay home all the time to study, go out to play.' 'Should learn more English.' 'Pay more attention in class.' 'Students should change themselves to adjust to others.' 'If they don't do things that others don't like, then others will accept them.'
Avoid bad peer influence	1	'Do not get involved with bad classmates.'

Table K14 Means of Enhancing Students' Adjustment and Overcoming Difficulties: Teachers' Views

Category: Guidance support

Sub-categories	Frequency	Quotations
Teacher guidance/ acceptance	10	<p>'To help students to adjust, teachers need to understand students, know what their difficulties and needs are.'</p> <p>'Talk to students individually.'</p> <p>'Teachers have to take the initiative to talk to students.'</p> <p>'Allow more time for individual guidance.'</p> <p>'Teachers should accept the student as a person, though teacher may not accept their behaviour. Understand the cause for student misbehaviour. Don't jump to the conclusion that students are merely disruptive or rebellious against teachers.'</p> <p>'Teachers need to establish relationships with students first.'</p>
Care and encouragement.	6	<p>'Teachers should give students more encouragement For example, I give chocolates to students whose birthday comes during the month, and take the opportunity to encourage them a bit.'</p> <p>'Students like teachers to show concern for them, to care for them. Not just to say hello to them, but really care for them.'</p> <p>'Students want others to love them and care about them. If they feel that teachers care about them, they will change, like giving up smoking....It doesn't matter whether the teachers has taught them before or not. When they feel teachers really care about them just as if they were their own children, not just caring about their school performance, but about their whole being, that matters.'</p>
Guidance from Tutors	12	<p>'Tutors can provide students with a sense of security. Students may feel that the tutors cares for them. They will talk to the tutor when they have problems.'</p> <p>'If tutors can establish trust with their students, the students will share things with them, and won't need to wait till serious problems come up.'</p> <p>'Tutors should have more contact with students and then students will talk to them.'</p> <p>'Tutors should try to help students to establish a good self concept.'</p>

Table K14 continued

Category: School organization

Sub-categories	Frequency	Quotations
Curriculum	5	<p>'Adjust the curriculum according to students ability.'</p> <p>'Shouldn't use English as the medium of instruction for junior form students.'</p> <p>'Use less English at the beginning of school term. Help Secondary One students to learn the basics first.'</p> <p>'Teachers do not have to teach everything. Lessen some of the pressure of school work. Teach students the basic language and arithmetic skills.'</p> <p>'The curriculum needs to be tailor-made for the students.'</p>
Morning assemblies/ class periods	3	<p>'Hheads of School Panels can arrange some talks for the students, to help them to adjust to school life.'</p> <p>'Use morning prayers to convey some message to the students. Or through morning assemblies and activities help students to adjust step by step.'</p>
	1	<p>'Use class periods to have some activities with students'.</p>
School atmosphere	5	<p>'Make school life more colorful, so that students will enjoy coming to school.'</p> <p>'If the school ethos is good, junior form students will do better.'</p> <p>'School should help students, particularly those coming from broken homes, to have a sense of achievement, and to grow as persons.'</p> <p>'Establish an atmosphere of care and warmth.'</p> <p>'Begin in Secondary One. Let students know the school's expectations. Through improving the climate in school, junior students can adjust better.'</p>
Workload	3	<p>'Schools would like to have more guidance teachers to guide students. But teachers have a heavy teaching load.'</p>

Table K14 continued

Category: Peer support

Sub-categories	Frequency	Quotations
Support of senior students	3	'Big Brother and Sister schemes may help. Senior students talk to junior students.'

Category: Remedial support

Sub-categories	Frequency	Quotations
Remedial group	4	'Have more remedial classes.' 'Have a remedial English class.' 'Have remedial classes after school to help students with learning problems.'

Category: Extra-curricular activities

Sub-categories	Frequency	Quotations
	1	'To have competitions, camps, folk dances.'

Category: Alternative views

Sub-categories	Frequency	Quotations
Alternative views	1	'We teachers give so much attention to helping maladjusted students that we neglect other students in the class.'

